

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A180007

Grants.gov Tracking#: GRANT12649526

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/12/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Maryland

* b. Employer/Taxpayer Identification Number (EIN/TIN):

1520710851-A1

* c. Organizational DUNS:

7909342850000

d. Address:

* Street1:

Office of Research Administration

Street2:

3112 Lee Building 7809 Regents Drive

* City:

College Park

County/Parish:

Prince George's

* State:

MD: Maryland

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20742-5141

e. Organizational Unit:

Department Name:

R.H. Smith School of Business

Division Name:

Center for Global Business

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Rosemary

Middle Name:

* Last Name:

Bullock

Suffix:

Title:

Contract Administrator

Organizational Affiliation:

University of Maryland

* Telephone Number:

301-405-6177

Fax Number:

* Email:

bullockr@umd.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-051418-001

* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2018-1

Title:

Centers for International Business Education 84.220A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

U.S. Global Competitiveness in an Era of Change and Disruption

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant MD-005

* b. Program/Project MD-005

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2018

* b. End Date: 09/30/2022

18. Estimated Funding (\$):

* a. Federal	1,242,356.00
* b. Applicant	1,311,008.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,553,364.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 06/13/2018 .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Middle Name: * First Name: Evan

* Last Name: Crierie

Suffix:

* Title: Assistant Director

* Telephone Number: 301-405-6273 Fax Number:

* Email: ecrierie@umd.edu

* Signature of Authorized Representative: Evan Crierie * Date Signed: 06/12/2018

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Maryland

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	83,872.00	83,872.00	83,872.00	83,872.00		335,488.00
2. Fringe Benefits	20,210.00	20,210.00	20,210.00	20,210.00		80,840.00
3. Travel	74,500.00	69,500.00	75,500.00	69,500.00		289,000.00
4. Equipment						
5. Supplies	2,000.00	2,000.00	2,000.00	2,000.00		8,000.00
6. Contractual						
7. Construction						
8. Other	101,000.00	119,000.00	100,000.00	117,000.00		437,000.00
9. Total Direct Costs (lines 1-8)	281,582.00	294,582.00	281,582.00	292,582.00		1,150,328.00
10. Indirect Costs*	22,527.00	23,567.00	22,527.00	23,407.00		92,028.00
11. Training Stipends						
12. Total Costs (lines 9-11)	304,109.00	318,149.00	304,109.00	315,989.00		1,242,356.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 54.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Maryland		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	148,069.00	148,069.00	148,069.00	148,069.00		592,276.00
2. Fringe Benefits	35,405.00	35,405.00	35,405.00	35,405.00		141,620.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	120,000.00	120,000.00	120,000.00	120,000.00		480,000.00
9. Total Direct Costs (lines 1-8)	303,474.00	303,474.00	303,474.00	303,474.00		1,213,896.00
10. Indirect Costs	24,278.00	24,278.00	24,278.00	24,278.00		97,112.00
11. Training Stipends						
12. Total Costs (lines 9-11)	327,752.00	327,752.00	327,752.00	327,752.00		1,311,008.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Evan Crierie	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Maryland	06/12/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Maryland"/> * Street 1 <input type="text" value="Office of Research Administration"/> Street 2 <input type="text" value="3112 Lee Building 7809 Regents Drive"/> * City <input type="text" value="College Park"/> State <input type="text" value="MD: Maryland"/> Zip <input type="text" value="20742-5141"/> Congressional District, if known: <input type="text" value="MD-005"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Dept of ED Office of Postsecondary Ed"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text" value="ED-GRANTS-051418-001"/>		9. Award Amount, if known: \$ <input type="text" value="1,242,356.00"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text" value="NA"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text" value="NA"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Evan Crierie"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/12/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1246-GEPA.pdf

Add Attachment

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View Attachment

427 GEPA

The University of Maryland, the flagship of the University System of Maryland and one of the nation's top research universities, has long embraced diversity as a core value and counts a diverse educational community among its great strengths. University programs, activities, and facilities are available to all without regard to race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class.

"The Strategic Plan for Diversity at the University of Maryland" (2010) seeks to accomplish three goals:

1. To ensure all policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;
2. To foster a positive climate that promotes student successes and encourages faculty and staff members to flourish; and
3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

Several campus offices have been established to address diversity issues, among them are:

The Office of Diversity & Inclusion provides expertise and leadership at the University of Maryland to enrich the experiences of individuals, to build stronger communities, and to create a more just and compassionate world.

Office of Multi-Ethnic Student Education serves undergraduate multi-ethnic students to increase rates of matriculation, retention, graduation, and overall GPA. OMSE provides programs and resources that support the academic, personal and professional excellence of students.

Disability Support Services coordinates services that ensure equal access to University of Maryland College Park programs for individuals with disabilities. Services are tailored to meet the needs of individuals based on their specific disabilities.

Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity engages and encourages the campus in building a fully equitable community, and to provide programming that develops and empowers agents of social justice for lesbian, gay, bisexual, transgender, and queer people.

Maryland Incentive Awards Program, directed toward graduates of Baltimore City and Prince George's County public high schools who demonstrate financial need, offers full financial support to the University of Maryland to exceptional students who demonstrate academic ability, uncommon persistence and maturity in the face of very difficult circumstances.

Office of Multicultural Involvement and Community Advocacy acts to empower students through education on issues of race, ethnicity, sexual orientation, gender identity, gender expression, religion and their intersections. MICA advances a purposeful campus climate that capitalizes on the educational benefits of diversity, through student-centered advising, advocacy, programs, research, and practices.

Special presidential commissions focus on eliminating inequity and fostering community for specific groups on campus. The four President's Commissions focus on: Women's Issues (1973), Ethnic Minority Issues (1973), Disability Issues (1986), and Lesbian, Gay, Bisexual, and Transgender Issues (1997). The

Provost's Conversations on Diversity, Democracy, and Higher Education, established in 2003, promote university-wide awareness and dialogue about nationally important diversity issues.

Within the UMD Robert H. Smith School of Business, The Office of Diversity Initiatives works to advance a culture of diversity beyond race throughout the Smith Community and provide advising, programming, coaching and services to ensure inclusion for underrepresented minorities, women, active military and veterans, LGBTQ+ and international students, faculty, staff, and individuals with disabilities. Our relationships with industry, foundation, non-profit and government partners help to strengthen resources to support recruitment and retention efforts at the pre-college, undergraduate, and graduate levels.

The Smith School Center for Global Business, which includes CIBE, is committed to providing students with opportunities to develop a global mindset and connecting members of the Smith School with the international community. We practice diversity and inclusion in global business education and have a responsibility to create opportunities accessible to all students, impartial of identity, and to foster an appreciation for a diverse community that engages people of all backgrounds.

Our *Identities Abroad Initiative* is specifically designed to address diversity and inclusion include in global business education. In addition to providing resources to students via the Center website, this initiative encourages students to act as peer advisors to help others be successful in the complex environment of global learning programs. More specifically, the initiative strives to achieve the following:

- Provide students with a space to reflect on their experiences abroad, specifically related to diversity and inclusion
- Build a repository of resources for students going abroad; and,
- Highlight UMD CIBE and the Smith School's commitment to diversity and inclusion.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Maryland

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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301-405-6359	

Email Address:

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

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University of Maryland's Robert H. Smith School of Business
U.S. Global Competitiveness in an Era of Change and Disruption

Project Director: Kislaya Prasad, Ph.D. [Phone: (301) 405-6359, Email: kprasad@umd.edu]

ABSTRACT

The University of Maryland's Robert H. Smith School of Business seeks continued funding for its CIBE project with the goal of creating new knowledge, instructional materials, expertise, skills, and human capital to ensure the global competitiveness of the United States. This proposal is written at a time of great change and technological disruption. While there has been a pause in the growth of financial and trade flows in recent years, global digital trade has been rising exponentially. A range of disruptive new digital technologies, such as Artificial Intelligence, are poised to further upset the global order – a phenomenon labeled by the World Economic Forum as the “fourth industrial revolution.” A related phenomenon, enabled in some ways by the digital infrastructure, has been the dispersion of the locus of innovation to include emerging markets. While the U.S. has many advantages, its leadership in technological innovation is increasingly under threat from both traditional rivals and emerging economies. While this turbulent new environment will newly challenge U.S. companies, it will also create new opportunities. Against this backdrop, the Smith School CIBE has chosen to focus itself on activities we believe will support U.S. businesses prosper in this new era of globalization.

There are three distinguishing features of our CIBE project. The first is a novel focus on global digital trade and the disruptive new technologies of the “fourth industrial revolution.” The second is a continuing focus on emerging markets. The third distinctive feature is a design focus on collaborations with Maryland businesses to create innovative new programs. These collaborations take the form of capacity building activities such as export training for executives. We also work with businesses on creating unique learning opportunities of students, such as externships on international trade and live cases for classrooms.

Our proposal is comprised of an ambitious portfolio of activities designed to address the unique challenges outlined above. This includes significant new research on the above themes, important thought leadership activities, innovative student programming, faculty development programs, capacity building for business, and capacity building for minority serving institutions (MSIs) and community colleges (CCs). We propose many innovative new activities and also update old activities with new content (for instance on the focus areas above). The activities have been designed to yield concrete outcomes of significant magnitude. The Center has high quality personnel with a proven track record of accomplishments. It is efficiently managed with an evaluation plan that ensures resources are being effectively deployed. The Smith School has the resources and capabilities to carry out such an ambitious project and make a significant impact.

Collectively, the proposed activities meet all the mandates of the authorizing legislation. Both Competitive Preference Priorities and the Invitational Preference Priority are addressed.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Narrative

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1. Meeting the Purpose of the Authorizing Statute

The activities of the Smith School CIBE Project are guided by the central purpose of the statute – to contribute “to the ability of U.S. business to prosper in an international economy.” To this end, our resources are directed towards producing knowledge, instructional materials, expertise, skills, and human capital that will ensure the global competitiveness of U.S. businesses. Although the purpose and mandates of the statute remain unchanged, there is a continual need for updates to meet the unique demands of changing times. Today, we have entered a new era of globalization defined by fundamental and disruptive technological transformations. This phenomenon, which has been labeled “**digital globalization**,” will be one of the themes of our proposal. A concurrent and related phenomenon has been the dispersion of the locus of innovation to include **emerging markets** (witness the fact that companies like Alibaba, Tencent, Flipkart are now well-known names in the U.S.). Emerging markets were the previous focus of our Center and we will continue to build on the expertise developed in this area, although with greater emphasis on the new geography of innovation. Our third theme, in keeping with the Center’s evolution into a key asset in the international trade infrastructure of the State of Maryland, is a focus on **capacity building for small and medium enterprises** but with many updates appropriate for the new technological environment. Although our primary focus remains the mandates, many of the novel and innovative features of the proposal derive from these new focus areas. We propose an extensive set of activities including major conferences, research projects, faculty development programs, and a variety of education and training activities for students and executives.

We begin with the motivation behind our choice of focus areas. The Brexit vote in the U.K. and President Trump’s win in the 2016 elections underscored a shift in the public’s sentiment towards globalization. This was taken by many in the popular press to mark the start of an era of

greater restrictions on cross-border flows of goods, people, and capital. However, global trade and finance flows had been in decline even before then, having never quite recovered from the Great Recession. All indications are that this trend will continue. Nevertheless, it would be facile to conclude that we are entering a phase of de-globalization. In the digital sphere, global interconnectedness has been increasing rapidly. A McKinsey Global Institute (MGI) report (Digital Globalization: The New Era of Global Flows, 2016) points out that cross-border data flows increased by a factor of 45 from 2005 to 2014. Data flows are associated with increased productivity and economic growth. By the report's estimation, global flows of goods, foreign direct investment, and data increased global GDP by \$7.8 trillion in 2014, of which data flows accounted for \$2.8 trillion. The authors of the report conclude that, "Twenty-first-century globalization is increasingly defined by flows of data and information." Recognizing the importance of global digital trade, the U.S. International Trade Commission released in 2017 the first in a series of three reports prepared for the U.S. Trade Representative (Global Digital Trade 1: Market Opportunities and Key Foreign Trade Restrictions). This report observes that global digital trade has been growing rapidly (global e-commerce alone grew from \$19.3 trillion in 2012 to \$27.7 trillion in 2016); that it is critical to U.S. innovation, job growth and competitiveness; and that protecting the digital economy in trade agreements is a national priority.

Profound as the growth of digital trade has been, this is only the beginning. A range of disruptive new technologies (artificial intelligence, robots, autonomous vehicles, additive manufacturing/3D printing, the Internet of Things, blockchain, and genome editing, to name a few) are now reaching maturity and are expected to upset the order of things. Dubbed by the World Economic Forum as the "**fourth industrial revolution**," these technologies rely critically on digital infrastructure, data, and analytics to create value. As a consequence, the previously

mentioned global data flow trends are likely to be accentuated. These developments have also started a new technological race between countries. In an article entitled “China’s Technology Ambitions Could Upset the Global Trade Order,” the New York Times reported on Beijing’s ambitious new plans “to dominate cutting-edge technologies like advanced microchips, artificial intelligence and electric cars, among many others.” These plans are backed by billions of dollars in funding and the acquisition of innovative Western technologies (rules forcing disclosure of technology as a price of entry into Chinese markets was the stated reasons behind the Trump administration’s recent trade actions against China). The U.S. has substantial advantages in innovation when it comes to cutting-edge technologies, but its leadership position is increasingly under threat from both traditional rivals among Western countries as well as emerging economies.

The rise of digital trade has already changed the global competitive landscape in important ways. Digital platforms such as eBay, Amazon, Alibaba, and Flipkart have made it easier to find trading partners overseas and, by handling order fulfillment and disbursement, have brought down the costs of conducting international transactions. Global markets have become accessible to small and medium enterprises (“micro-multinationals”) who now command a greater share of exports. The lower costs of international transactions have also leveled the playing field, making it easier for firms in emerging economies to compete effectively. Almost half of all international transactions now involve a party in an emerging economy, and trade between parties in emerging economies has been increasing rapidly (MGI report, *op cit.*). The technological disruptions also have far-reaching implications for the organization of production, as well as for the nature and global distribution of work. New technologies have always substituted some kinds of work and complemented others, and this will continue to be true. Beyond this, the global distribution of work will be driven by the search for skills, more so than wage differences. From the U.S. perspective,

this points to the importance of programs that contribute to the continual re-skilling of the workforce in the face of technological and trade-induced disruptions.

In addition to the content focus described above, our project also focuses on **capacity building for small and medium enterprises**. This follows from an important design feature of the project, which is to *organize activities around collaborations with Maryland businesses, the Maryland Department of Commerce, and U.S. Commercial Service to create innovative new programs*. This includes capacity building programs, such as export training workshops, but also new opportunities for students, such as global consulting and externships. We believe the educational curriculum, as well as content of executive training programs, needs to be suitably updated for today's more digital form of globalization. The research projects are designed to create knowledge and instructional materials for such updating. We had the opportunity to test this belief with an event (co-hosted with the U.S. Commercial Service) on opportunities in FinTech and blockchain (see article on the Center's FinTech event in *Supplemental Materials #4*). The event generated immense interest in the business community. Our conclusion was that there is a significant unmet need in this area which continued funding would allow us to address.

To this end, we are proposing a set of activities designed to increase U.S. global competitiveness. Title VI Part B of the Higher Education Act, in sections 611 and 612, enumerates the purposes and how these are to be achieved. Broadly, the statute mandates (1) international education and training programs for students and for business personnel (Sec. 611); and (2) research, education, and training programs in international business and trade competitiveness (Sec. 612). Mandatory and permissible activities listed in the statute give more precise direction on the nature of the activities. We use modified labels derived from the statute to define the

objectives of our CIBE program. This makes the objectives more effective organizational guideposts and allows us to streamline management and evaluation.

Objectives

1. ***Support and Create Top Quality Research:*** Support and create new research to (1) promote international competitiveness of American businesses and firms (**Mandate F**) and (2) to strengthen and improve international aspects of business and professional education and to promote integrated curricula (**Mandate E**).
2. ***Provide Thought Leadership in International Business:*** Help shape the conversation on global business issues in both the business and policy worlds by disseminating ideas grounded in the best research. (**Mandates C and D**)
3. ***Prepare Students for Leadership Roles in Global Business:*** Provide opportunities for students to develop their global mindset and international business skills through greater international engagement. Develop innovative global programs and activities to equip students with the skills and knowledge necessary for future success. (**Mandates A, B, and D**)
4. ***Develop Faculty Expertise in World Regions:*** Support faculty in enhancing their international course offerings through greater exposure to world regions. Foster teaching innovations to advance international business education. (**Mandate D**)
5. ***Build Capacity of U.S. Business to Compete in the Global Marketplace:*** Engage with the local international business ecosystem, including trade promotion and training agencies and organizations, and organize specific programs and activities designed to build international knowledge and skills. (**Mandates C and D**)
6. ***Build Capacity for International Business Education at Minority Serving Institutions (MSIs) and Community Colleges (CCs):*** Build and foster links with other educational

institutions through the CIBE consortia to further the goals of the authorizing statute. In particular, build the capacity of faculty at MSIs and CCs to deliver global business education and support student programs at these institutions. (**Mandates A and C**)

As part of the above, we additionally pursue the objective of promoting **Foreign Languages and Area Studies**. With extensive resources devoted to language teaching and research, the University of Maryland is a national leader in language education. The university hosts the largest and most integrated community of language scientists in North America, including 200-plus faculty, researchers, and graduate students. In addition to the comprehensive **School of Languages, Literatures, and Cultures**, notable initiatives include the **Center for the Advanced Study of Language (CASL)**, the **National Foreign Language Center (NFLC)**, and the **Arabic and Persian Flagship Programs**. CIBE will continue to strengthen its partnership with flagship programs to develop foreign language skills in business students, and business knowledge in foreign language students.

The activities are ordered by objective and listed at the end of this section. **Activities 1-4** are on research. The statute is very specific on the type of research required, and we have carefully designed the research projects to meet the intent of the mandates. The design also focuses on concrete deliverables with practical relevance. **Activities 5-8** are on thought leadership and are designed to add to the knowledge and skills of business professionals. **Activities 9-23** are for students, and of these **Activities 21-23** deal with mandates relating to foreign languages. Global skills development is a major focus of the activities. **Activities 24-25** are for faculty development, with the goal of increasing faculty expertise in world regions. **Activities 26-29** are for capacity building for businesses (especially SMEs). Capacity building for MSI and CC is done via **Activities 30-31**. Finally, **Activity 32** is a list of co-sponsorships of CIBE network activities.

Figure 1 is a tabulation of activities by the mandate of the authorizing statute that they meet. In *Supplementary #3*, we present a more detailed table, and additionally present a table tabulating the extent to which each activity meets the statutory purposes identified in the authorizing statute.

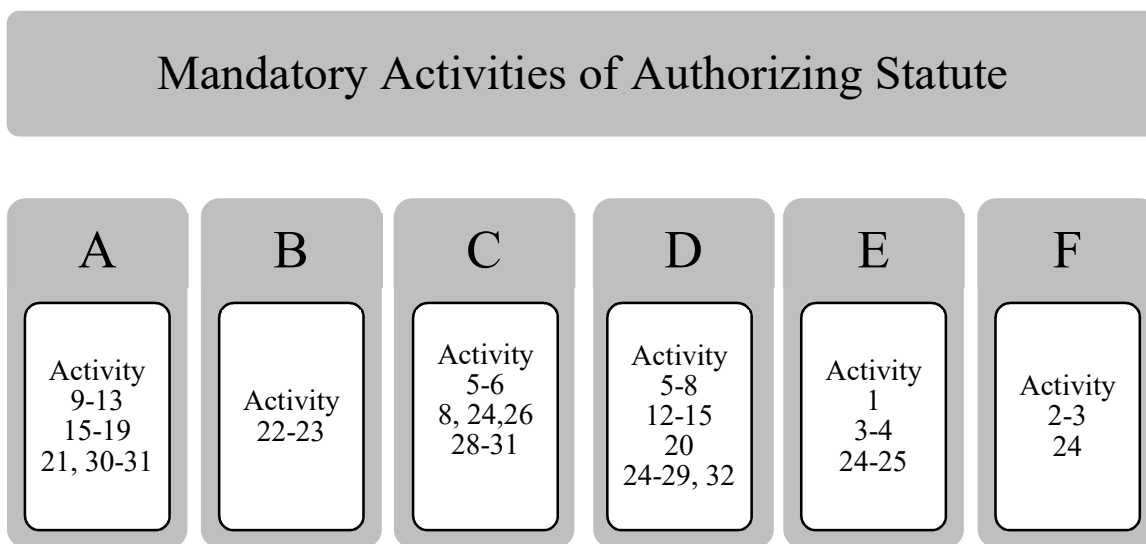


Figure 1: Mandatory activities (A-F) of the authorizing statute.

Proposed Activities for 2018-2022

Support and Create Top Quality Research

1. Research Initiative I: Digital trade and global data flows

Digital trade and global data flows have increased dramatically, driven by an increase in the provision of services such as cloud computing, digital content, and e-commerce. Now new technologies relying on the digital infrastructure (such as the Internet of Things) are generating data to drive improvements in productivity and efficiency. Digital platforms have proliferated and themselves become important U.S. exports (e.g. Amazon, Uber, Airbnb, etc.). Digital trade and global data flows have disrupted the value chain in a number of industries. Innovations in digital payments, blockchain technology, etc. are making international transactions and settlements easier

and more secure. The project is designed to help executives better understand digital trade. Topics will include: How does the cross-border flow of data create business value? How are value chains and business processes being disrupted by the new technologies? How have digital platforms affected international commerce? How should global strategy be formulated in an era of digital globalization? How do privacy regulations and data localization laws affect international competitiveness? CIBE funds will be used to commission cases and instructional materials (e.g. teaching notes, videos, or PowerPoint decks to facilitate instructional use) on two/three topics per year and to make them available from a dedicated website. They will also be disseminated via the CIBE network and MSI/CC and other partners. Meets **Mandate E**.

2. Research Initiative II: Leading the World in AI and other digital innovations

Disruptive new technologies such as artificial intelligence (AI), robots, autonomous vehicles, additive manufacturing/3D printing, the Internet of Things (IoT), blockchain, and genome editing are radically transforming the business environment. Old and new businesses are in the process of leveraging the technologies to create new products and services. A global technology race is underway as a number of countries (most notably China) have launched major new initiatives aimed at developing AI clusters. The first objective of this research initiative is to track global trends in the technology race and understand how this will affect the global distribution of production and jobs. Digital technologies also create opportunities in a variety of industries (e.g. the use of IoT in Agriculture and Manufacturing, use of 3D printing to manufacture machine parts, the use of blockchain to simplify financial settlements, etc.). The second objective of the initiative is to (1) understand the gains from using AI and other technologies in different industries and benchmarking these uses against those in other countries; (2) exploit the full potential of the new technologies and business models by taking advantage of opportunities in international markets;

(3) mitigating adverse effects of the technologies on the labor force and society; and (4) the potential for various policy actions to influence U.S. global competitiveness and trade. Encouraged by our success with a book on Emerging Economies in the previous grant round, we propose to produce an edited volume on these themes. CIBE funds will be used to provide research assistance during the writing of the volume and to help defray publication and other production costs. Meets **Mandate F**.

3. PhD International Research Awards

The Center will continue to support the top-quality international business research of PhD students at the Smith School. The selection process prioritizes research that directly meets the CIBE mission of internationalization of business disciplines and increasing U.S. global competitiveness. The award helps defray research costs which can be a significant burden on students. The awards have high impact because they draw students, who might otherwise have made different career choices, towards conducting international business research. Winners will be required to submit a paper and present their research at the School to further the reach of their work. Meets **Mandates E and F**.

4. CIBE Country Studies: Edited Volume Book Series Based on FDIBs

This new CIBE initiative, which ten CIBEs have joined, will create a series of edited volumes that reflect the content of the Faculty/Professional Development in International Business (FDIB) Programs offered throughout the grant period. Each volume will focus on one country/region in which a FDIB is offered and include short contributions from program participants. The CIBE leading the FDIB will be responsible for content, printing, dissemination, and all associated costs; but all volumes will share the same design elements to create a cohesive series. The Smith School CIBE's edited volume on Cuba, printed in 2018 as a result of its 2016 FDIB, will serve as a model

for future books and is the first of the series (see book cover for “*Cuba in Transition*” in *Supplemental #4*). In the new grant cycle, the Smith School CIBE will produce **two books on emerging markets** for this series, one after each PDIB that we run (see **Activity 24**). Books will be disseminated to CIBEs, CIBE network partners, such as MSIs and community colleges, university and public libraries, and high schools. The book series will serve to: 1) share knowledge about the economy and business ecosystems of the country; and 2) provide faculty, including those from MSIs and CCs, with an opportunity to conduct research and be published. CIBE funds will cover the cost of proofreading, design, printing, and other costs associated with publishing and disseminating the books. Meets **Mandate E**.

Provide Thought Leadership in International Business

5. Distinguished Speakers in International Business Series

We will continue to invite influential policy-makers, scholars, industry leaders, and others to the university for public talks and panels on topics relevant to the themes of this proposal, trends in global trade, and other topical issues. In addition to serving as a series to educate the general public, these events also complement the Smith School curriculum and enhance the global business acumen of our students. CIBE funds will be used for the organization and hosting of speakers for these events. Meets **Mandates C and D**.

6. Webinar Series on Global Business Trends and New Technologies

The Smith School has been leading the way in online delivery of graduate programs, webinars, and the use of podcasts to bring thought leadership to the general public. We propose a new initiative to do the same to disseminate Center-led research and distinguished speaker talks on international business hosted at the Center to a national audience through the production of a series of high quality videos. We will also invite regionally-based business leaders to the Center to speak

on-camera about topics affecting their global business practices, such as workforce development and global growth strategies. These videos will be available online via the Center's YouTube channel and promoted to other universities. Grant funds will be used for video production. Meets **Mandates C and D.**

7. International Business Executive in Residence

As a new initiative, we propose to host one or two international business executives in residence for short stays at the Center each year. Selected individuals will be representative of the international business ecosystem of the region, including the diplomatic and international finance communities of the Washington, D.C. and New York City metro regions, and be invited to join activities of the Center as thought leaders and to serve as guest lecturers in classes. Their real-world policy or industry experience, especially with digital technologies, will bolster the Center's research in this area, help us establish ties in these fields for further research and program activities, and expose students to these concepts. CIBE funds will be used to cover travel for these executives. Meets **Mandate D.**

8. Center for Global Business Annual Forum

Having successfully concluded our Emerging Markets Forum series with eight high profile annual conferences, we propose to initiate a new series with an expanded scope. We will take advantage of the Smith School's unique position near the nation's capital to bring together distinguished voices from the academic, policy, diplomatic, and business communities to speak on a new chosen theme each year. The conference themes will be related to the focus areas of this proposal. The plan currently is to organize the 2019 conference on the theme of *Digital Globalization* to increase awareness of the phenomenon, its impact on U.S. competitiveness, and implications for trade

policy. As for the past series, the conference content will be recorded and posted online for the general public. CIBE funds will be used to organize, publicize, and host speakers for the forum.

Meets **Mandates C and D.**

Prepare Students for Leadership in Global Business

9. Passport to Global Mindset Program

This program breaks down the complex term ‘global mindset’ into seven competencies or attributes that business leaders with a global mindset exhibit (passion for diversity, tolerance of ambiguity, global business savvy, adaptability, cultural curiosity, self-awareness and humility, and relationship-building) and guides students through the selection of university programs, courses, and activities to develop skills in each one. The program will be expanded through the new use of an e-portfolio to track student progress toward competency in each of the seven attributes. The program will be gamified for each class year through the awarding of points, and ultimately prizes, for participation. The grand prize will be a seat at the Center’s new annual global business roundtable at which regional business executives talk with students about their global strategies; runner-up prizes will include a scholarship and other incentives to promote study abroad. CIBE funds will be used to develop the e-portfolio, build new student activities, and award prizes. Meets **Mandate A.**

10. International Business Externship Program

This new program will connect students with the international business ecosystem of the region and create opportunities for them to gain access to employment opportunities. The Center will work with members of the MD-D.C. District Export Council and other partners to identify companies in the area that are engaged in the export of U.S.-made products and services and work with those companies to design summer or semester externship positions in their international

business divisions (such as export compliance or international sales). The Center will prepare students for these positions through workshops related to the specific industries and functions of the positions. The positions will give students hands-on experience working in specific line positions with U.S. businesses and create a pipeline of skilled talent to help companies based in the region grow. CIBE funds will be used to offset the pre-program training sessions and travel for the students. Meets **Mandate A** and **Competitive Priority 1**.

11. Global Internship Program

The Center will expand the number of internship positions abroad available to undergraduate business students. The current portfolio of placement locations includes Ireland, Spain, Hong Kong, Singapore, New Zealand, and Australia. Under this grant cycle, we propose expanding into emerging economies in Latin America and Sub-Saharan Africa, among other locations, particularly where foreign language skills will be required. We will also expand outreach to foreign language learners for those locations that require language fluency, as does the current program in Spain. The Center will enhance the 1-credit pre-internship course with a Cultural Intelligence (CQ) assessment to ensure that all students are ready for their placements abroad. CIBE grant funds will make these opportunities abroad more accessible to students who would otherwise not be able to participate given financial constraints. Meets **Mandate A** and **Competitive Priority 1**.

12. MBA Emerging Markets Case Competition

This successful activity was launched under the last grant cycle and has grown into a prominent national competition hosting twelve teams from around the country in 2018. We propose making major enhancements to it over the next four years. Emerging markets continue to be of significant importance for U.S. companies seeking to compete and grow globally, and it is vital that students be able to adequately analyze and recommend strategies to address the unique opportunities and

challenges inherent in these regions. We will enhance the program by increasing the number and diversity of schools that compete, including inviting schools from our global network, and by working with companies to write cases specifically for this competition that can later be published and used in classroom settings. In this way, the case will serve to train students both at the competition and in future classes as well as provide actionable recommendations for companies working in these economies. CIBE grant funds will be used to support the organization of the competition at the Smith School. Meets **Mandates A and D**.

13. Undergraduate International Business Case Challenge

This activity provides undergraduate students with the opportunity to test their skills in real-world settings. We propose to support teams of undergraduate students to take part in CIBE's annual international business case competition currently hosted by another CIBE school every fall of the grant term. The CIBE Case Challenge brings teams from around the world to compete in analyzing and presenting an international business case for judges. Students from different universities and representing different functional areas will be mixed and formed into entirely new teams for the competition. Each team will have at least one student from an international business school and three students from different U.S. schools. This unique format encourages cross-disciplinary and cross-cultural communication and team building and tests students' abilities to work on real-life challenges in the context of newly formed teams. CIBE funds will be used to support team registration and student travel to/from the competition. Meets **Mandates A and D**.

14. Internationalizing Business Curriculum through Live Cases

The Center proposes this exciting new activity to bring global themes into the classroom and help U.S. companies address challenges related to their global business practices. The Smith School has embraced live and living cases to enhance the teaching and learning experience in the

classroom. A live case involves a company in the classroom for a single class period while a living case takes place over the course of a semester. Students provide innovative solutions to complex business problems while building content knowledge. We will harness School's infrastructure for creating live and living cases to internationalize the content of functional area business classes at both the MBA and undergraduate levels. In partnership with the Maryland and U.S. Departments of Commerce, we will identify companies with international business cases and work with the Smith School Office of Transformational Learning to design and deliver the cases. After two years of use at the Smith School, which is the normal lifespan of these cases, the materials will then be published for a wider business school audience. CIBE funds will be used to support the writing of the cases and development of case materials. Meets **Mandate D** and **Competitive Priority 1**.

15. Maryland Global Consulting Program

In partnership with the Maryland Department of Commerce (MDOC), the Center will continue the Maryland Global Consulting Program launched in 2015-16. This unique program is a joint initiative that aims to (1) increase the number of Maryland companies that export and the value of those exports; and (2) train students in international business strategies. Small and medium-sized companies apply to the program through MDOC and are matched with a team of MBA or undergraduate students who spend a semester working on global market assessments, entry strategies, supply chain issues, and other challenges they face. The scope of each project depends on the specific challenges facing the company. Each team is mentored by a Smith School faculty member and a regional manager from MDOC. In some cases, student teams travel to the country of the project with the client to learn more about the local conditions affecting the company's success. CIBE funds will be used to offset student travel to local/region company headquarters and international travel as needed. Meets **Mandates A and D** and **Competitive Priority 1**.

16. MBA Faculty-led Global Business Programs

The Smith School offers a portfolio of short-term, faculty-led global business courses for MBA students. In the last grant cycle, the Center enhanced a small portion of these programs – those taking place in emerging markets – by revamping the design and content to include micro-consulting projects. We propose to further enhance the entire portfolio by embedding micro-consulting projects in all courses. The clients for these small projects will typically be sourced in the host country (such as Japan or Singapore, China, South Africa, the United Arab Emirates, and Brazil), and so replicate the challenges faced by multinational teams working in cross-cultural and cross-border situations. CIBE funds will be used to reduce the program fees for students. Meets **Mandate A**.

17. Expanding the Undergraduate Exchange Program

The Smith School exchange program allows for the mobility of undergraduate students between the School and over 20 partner business schools located across the globe. We propose to enhance the exchange offerings by expanding the number of partners in both emerging markets, such as Latin America and the MENA region, and in countries where university research partnerships exist. Expanding the number of partners will expose business students to new content areas, encourage enrollment in foreign language courses not otherwise available at UMD or through other exchanges, and provide access to business cultures and practices in countries not offered through current study abroad programs. CIBE funds will be used to support development of pre-departure and on-site resources for new exchanges to support student learning. Meets **Mandate A**.

18. Undergraduate Global Showcase

Study abroad programs for students continue to be at the core of the Center’s work and a priority for UMD. The Smith School model for faculty-led programs for the past three years has included

a Global Showcase, which provides students with the opportunity to present what they learned abroad in a judged poster fair. Students also receive prizes for the posters. We will continue this activity, increasing the number of judged categories from four to six to incorporate the themes of this proposal. CIBE funds will be used to cover the costs of running the Showcase and student prizes. Meets **Mandate A**.

19. Continued Review and Enhancements to Curriculum

To further enhance the global components of the MBA and undergraduate curricula and infuse global content into specific functional and specialty areas, we propose a new curriculum-based activity. Working with the other 11 Centers of Excellence at the Smith School, we propose to review the course offerings at all of our exchange partners and to develop an advising tool to help students interested in the content of those Centers to map out the courses they will take abroad to develop an international perspective on that topic. This will both internationalize the other Centers and support interdisciplinarity of student learning. Similarly, we propose to work with academic departments that lead functional business majors to develop a similar advising tool that catalogues courses offered at exchange partners per major. This is a logical extension of the curricular mapping projects conducted at the MBA and undergraduate levels in the last grant cycle that identified and assessed the global learning elements of business courses per major. This will also internationalize the functional majors and support the global learning of students. CIBE funds will be used to develop the advising guides. Meets **Mandate A**.

20. International Business Treks

The Office of Career Services (OCS) at the Smith School works with student leaders to organize field trips known as ‘treks’ for undergraduate students to visit various company headquarters and learn about business practices in various sectors and functional areas. In partnership with OCS, the

Center will lead new treks that focus on technology-related aspects of international business. The Center will help student leaders of the international business treks identify, contact, and organize visits with multinational and U.S. companies and to prepare student participants to understand international business concepts prior to engaging in these visits. We propose IB trek locations to include New York City, the D.C. area, and Baltimore. Exposure to companies that do business across borders will encourage students to follow career paths in this area. CIBE grant funds will be used for student scholarships to reduce their fees. Participants will be required to blog about their learning on these treks to share their experience with other students. Meets **Mandate D**.

21. Summer Language Program Awards

As a new initiative, the Center will partner with the University of Maryland's School of Languages, Literatures, and Cultures (SLLC) to offer business students scholarships to attend the Maryland Summer Language Institutes in Persian or Arabic. The institutes are nine-week intensive programs that include classroom instruction in the target language and cultural activities. They are offered at beginner, intermediate, and advanced levels to accommodate students of different proficiency levels and are open to both undergraduate and graduate students from all academic disciplines. CIBE funds will be used to support business students from the Smith School, the University of Maryland System, and MSI and CC partners, thereby making these programs more accessible to business students. Both languages have been identified as critical to the national security of the country. CIBE funds will be used to offset the costs of students' enrollment and, in instances where the students are coming from outside the region, for on-campus housing. Matching funds from SLLC will also support business students. Meets **Mandate A**.

22. Business Language Course Development

UMD traditionally has offered a small portfolio of business language courses through SLLC. Those courses have been Business Chinese I and Commercial Spanish I and II. In the last grant cycle, CIBE supported the development of two additional courses, Business Arabic and Commercial French, both of which were successfully launched and enrolled in spring 2018. We propose to use CIBE funds to support the creation of two new courses according to the needs identified by SLLC (Russian, Japanese, or German were being considered at the time of writing). We will also cross-promote the full portfolio of UMD business language courses at the Smith School, especially to students returning from study abroad programs in countries where the languages are spoken. Meets **Mandate B**.

23. Undergraduate Minor in International Business

The Center will spearhead the development and offering of a new undergraduate minor in international business as part of the portfolio of business minors being offered to non-business majors at the university. The curriculum will be based on the current School model that includes at least 15 credits of foundational, subject matter, and experiential coursework in international business. CIBE funds will be used to support curriculum development and outreach to target students in languages, social sciences, economics, engineering, and other non-business disciplines. Funds will also support student access to co-curricular opportunities, including those offered as part of this proposal and scholarships for curricular study abroad opportunities. This minor will spread international business acumen across a variety of disciplines. Meets **Mandate B**.

Develop Faculty Expertise in World Regions

24. Professional/Faculty Development in International Business (PDIB) Program

The Smith School CIBE will offer a new PDIB program to complement two U.S. Commercial Service Trade Winds Business Forums and Trade Missions, which are slated to take place in the **Indo-Pacific region** in 2020 and a yet-to-be determined region in 2022. Faculty will be invited to participate in trade mission briefings organized by the Commercial Service, and professionals traveling on the missions will be invited to attend site visits and lectures on the faculty itinerary. In this way, both groups will have a richer experience and gain a stronger understanding of the business culture and economy of the foreign market. Trade Winds missions typically happen in markets with limited U.S. investment, and our partnering with them will further expose U.S. faculty/professionals to emerging markets. Program activities outside of the show/mission will include lectures/talks by faculty at the foreign host institution and U.S. embassy personnel and visits to financial institutions, government agencies, small businesses, multinational corporations working in key sectors, and cultural sites that provide insight into doing business in the country. From these two PDIBs, we will publish two books under the CIBE Country Studies Initiative (see **Activity 4**). CIBE funds will be used to cover travel, coordination, and other expenses related to running the programs. CIBE funds will also be used to provide scholarships for faculty participants from the Smith School and MSI and CC partners. Meets **Mandates C, D, E, and F**. Addresses **Competitive Priority 2**.

25. Sponsorship of Faculty Development in International Development Programs

In the past two grant cycles, the Smith School CIBE has supported faculty from minority serving institutions and community colleges around the country, as well as from the Smith School, to participate in FDIBs offered by other CIBEs. We propose to continue this activity with preference given to faculty who will demonstrably leverage the FDIB experience in their teaching and research. We will require sponsored faculty to produce materials that we will then disseminate

throughout our networks. In this way, the experience will be magnified and reach others who are unable to participate. Meets **Mandates D and E** and **Competitive Priority 2**.

Develop Capacity of U.S. Business to Compete in the Global Marketplace

26. SME International Business and Foreign Language Development Program

To further support U.S. companies that work with the Center through **Activities 14 and 15**, we will offer a new program that will provide their leadership teams with complimentary access to various thought leadership, foreign language, and export training executive programs that we offer through the Center (many of which are included in this proposal, including **Activity 27**) and through partnership with MDOC, the U.S. Commercial Service, MD-D.C. District Export Council, NASBITE International, and other organizations and government agencies around the region. This will equip those companies with skills and knowledge to grow their companies and help the Center deepen ties with the international business community. CIBE funds will be used to offset participation costs at these additional trainings. Meets **Mandates C and D**.

27. Foreign Language Training for Industry Professionals

The Center launched a successful program for Smith School alumni in the last grant cycle that provided language study scholarships for those working in international business and related fields. We propose to expand on this success by offering the scholarships to alumni of the entire State of Maryland University System, including alumni from MSIs and CCs. Enhanced foreign language skills will allow company leadership to take advantage of international business opportunities. Scholarship recipients will be required to write impact reports on how the language program furthered their career and expanded their company's opportunities in international business. CIBE

funds will be used to provide scholarships to alumni and clients to take classes. Meets **Mandate D** and the **Invitational Priority**.

28. National CIBE Exports and Workforce Development Initiative

This new initiative will bring together the export promotion and job creation activities of the CIBE network with the goal of amplifying and maximizing national impact. The network currently delivers numerous annual export programs and is planning many new activities for the next grant cycle. Combining efforts across the country will create synergies through shared best practices and partnerships with larger organizations such as the U.S. Department of Commerce. The Smith School CIBE will offer its annual Export Management Bootcamp, which was successfully launched in 2017 under the last CIBE award, and co-organize other export education events with partners in the D.C. and Baltimore regions to contribute to this effort (see “Export Management Bootcamp” flier in *Supplemental #4*). These, and other program models, can be scaled nationally through the CIBE network. CIBE funds will be used for design and delivery of Smith School-led programs and travel and other costs involved in coordination of national scaling efforts. Meets **Mandates C and D**.

29. Asset Mapping Initiative: Maryland Partners in International Trade (MAPIT)

In partnership with key partners in the state of Maryland, including MDOC, the U.S. Commercial Service, the MD-D.C. District Export Council and others, the Smith School CIBE will lead a new initiative to “map” the export resources in the state (many of which are included in this proposal) and make them more coordinated and accessible to new-to-export and experienced exporters via a coordinated online tool. Working with our partners, we have identified overlapping efforts and gaps in resources that are needed to meet the needs of the small- and medium-sized companies

engaged or interested in exporting. The next step will be the creation of a central online platform and additional export education resources for the state that is supported by marketing and outreach efforts. CIBE funds will be used to support the development and maintenance of the website and export education resources hosted on the site, and outreach efforts. Matching funds from partners will fully fund the project. Meets **Mandates C and D**.

Develop Capacity for International Business Education of Minority Serving Institutions and Community Colleges

30. CIBE MSI Consortium

For over two decades, a consortium of CIBEs have been assisting MSIs with faculty development, study abroad, faculty development abroad, grant writing, and pedagogical resource sharing activities. This has been the largest platform for CIBE collaboration. Currently, thirteen MSIs have committed to the national CIBE MSI Consortium for the next grant phase, five of which are new to the Consortium. Key joint activities include the International Business Pedagogy Workshop, an International Business Case Competition, an Institutional Partnership Program between a CIBE and an MSI, and the dissemination of pedagogical resources for the teaching of International Business. To date, 1,424 faculty members have participated in the annual *International Business Pedagogy Workshops* (previously called *Globalization Seminars*) since their inception in 1992. These faculty members represent over 479 institutions, 90 states, and 52 countries. Since 2014, 132 students have participated in the *International Business Case Challenge*. Partnerships with new MSI institutions and organizations, such as the national HBCU Dean's Roundtable, and the planned use of webinars and other virtual platforms promise to expand the reach of the Consortium in the next grant cycle. Meets **Mandates A and C**. Addresses **Competitive Priority 2**.

31. CIBE Minority Serving Institutions (MSI) and Community Colleges (CC) Consortium

The Smith School CIBE will partner with at least eight other universities to launch the MSI/CC internationalization initiative collaborating with and supporting more than 200 MSIs, CCs, and other previously underrepresented institutions from all across the U.S. This new CIBE MSI/CC Consortium (CMCC) will lead, host, fund, and manage national-level international business activities designed specifically for faculty, staff, and students of MSIs/CCs. The initiative is designed as a progression of internationalization activities over the four years of funding, incorporating national-level faculty development programs, international business course development, faculty research awards, faculty and student study abroad, student case competitions, student internship awards, and travel stipends for international business seminars, conferences, and workshops. An integral component of the consortium is the customized support from the consortium schools to the MSI/CC institutions to facilitate the implementation of international business education programs and courses, help developing capabilities for leading study abroad programs, provide opportunities for student engagement in IB activities, and increase faculty expertise in global and international education. Each member school will host/lead-manage one of the consortium activities as applicable during the four-year grant period. Activities are projected to include: a needs assessment and international business curriculum FDIB in year one, student internship and overseas FDIB in year two, student case competition and study abroad programs in year three, and research awards and a research conference in year four. CIBE funds will be used to support the activities of the CMCC. Meets **Mandates A and C**. Addresses **Competitive Priority 2**.

32. Co-sponsorships of CIBE Network Activities during the 2018-2022 grant cycle

- a. **NASBITE International Annual Conference:** The CIBE network will co-sponsor this conference, which brings together 250+ educators, trainers, service providers, and practitioners seeking knowledge, resources, and partners to succeed in global markets. Co-sponsorship allows CIBEs to offer a CIBE-centered session, and gives each sponsoring CIBE the ability to exhibit and place individual program ads. Meets **Mandate D**.
- b. **National District Export Council (NADEC):** The CIBE network will partner with the NADEC to support the Annual DEC Leadership Conference held each fall and the Annual DEC Meeting held each spring. These meetings enable CIBEs to engage with policy makers, business people, trade organizations, and educators from across the U.S. who are associated with their local DEC. This direct involvement further allows our CIBE to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities, such as externships and the Center's international business roundtable in **Activities 9 and 10**, for our students to enhance their employment prospects. Meets **Mandate D**.
- c. **CIBWeb:** The CIBE network will continue to have a joint web presence. All designated CIBEs will be included in this initiative. CIBE funds will be used to support the cost of website hosting.
- d. **Joint CIBE Business Language and Language for Specific Purposes Conference.** With the goal of bringing language professors together from across the country to collaborate on best practices and to present research, the Smith School CIBE will support a joint CIBE Business Language Conference and Language for Specific Purposes Conference in years 2 and 4 of the grant period. Meets **Mandate D**.

- e. **Business Language Research and Teaching Awards (BLRT).** The Smith School CIBE will support the Business Language Research and Teaching award competition. Publicized nationally and open to faculty at any accredited institution, the competition focuses on applications and technologies for teaching business language and less commonly taught languages with a view toward strengthening and improving language instruction. BLRT recipients will also share their work related to their research at the biennial joint CIBE Business Language and Language for Specific Purposes Conference. The BLRT awards will be chosen in years 1 and 3 in order for the awardees to be ready to present at the two joint conferences held in years 2 and 4 (2020 and 2022). Meets **Mandate D**.

2. Significance and Magnitude of Results/Outcomes

“Artificial intelligence is the most significant development in computing in my lifetime ... Every month, there are stunning new applications and transformative new techniques. In this sense, we are truly in a technology renaissance, an exciting time where we can see applications across nearly every segment of modern society.”

– Sergey Brin (President, Alphabet), 2018

The **choice of focus** of this proposal, on global digital trade and the disruptive new technologies of the “fourth industrial revolution,” is guided by the significance of these themes for U.S. global competitiveness. The opening quotation – from a co-founder of Google – underscores this. The U.S. Congress has taken note of the challenge facing the nation. A bipartisan group of representatives introduced a bill (FUTURE of Artificial Intelligence Act of 2017) seeking to establish an advisory committee that would develop recommendations “to promote a climate of investment and innovation to ensure the global competitiveness of the United States.” On May 10,

2018 the White House convened a conference on Artificial Intelligence and declared it to be a national research priority. Our other two focus areas are closely related to this phenomenon, emerging markets become more important because of shifts in the geography of innovation, and the need for capacity building for SMEs becomes more urgent.

A careful examination of the academic literature, the business curriculum, and the content of practitioner-focused workshops and training programs reveals **significant gaps** when it comes to the technologies and their impact on the global competitiveness of the United States. The significance of the focus area and the existence of gaps in our knowledge suggest that the outcome of the project – in terms of novel research, educational materials, training programs, etc. – will be extremely timely, very significant, and of immense magnitude.

For the project to have significant results/outcomes, we require more than just the right focus. We also need **capabilities and adequate resources**. These will be discussed in later sections. We mention here only that the most valuable resource is intellectual capital (*the Smith School is ranked #16 in Research in the World by the Financial Times*). The School has some of the world's top scholars in the area of digital innovation. Most recently, the AI Innovation Lab was founded at the school in partnership with Inovalon, Inc. The alignment of our proposed focus with the strength of the School will allow us to draw upon a large internal talent pool as well as the professional networks of these individuals. The Center's important partnerships, such as with the Maryland Department of Commerce and the U.S. Commercial Service, further allow us to magnify impact.

Activities have been **designed for significant and sustained impact**. Important guiding principles are: (1) Resources should be devoted to creating new capabilities and enabling new

activities that would otherwise not take place; (2) Each activity plan should build in the requisite flexibility to learn from experience and use evaluation data to optimize performance; (3) Strategic partnerships should be used to leverage/pool resources; (4) Spillovers across programs should be created so as to have a multiplicative effect (e.g. a requirement of recipients of Ph.D. research grants is that they present a lecture on their research at the School); and (5) each activity should be adequately resourced. From past experience, we have learned that it is better to do fewer things well and at scale than to do many things that are not adequately resourced. We avoid “symbolic participation” in activities, whereby the Center sponsors or commits funds to existing activities that others would have carried out anyway using their own resources.

We present some **quantitative projections of significance and magnitude** (noting that this does not fully measure impact). The outcome of each activity in the proposal will be tracked using clearly defined quantitative and qualitative targets. We are able to make projections of outcomes using data from similar past programs. The enormity of the CIBE project impact is underrepresented in the Performance Measurement Factors (PMFs, reported as part of our evaluation plan) as the cross-cutting nature of each activity cannot be captured in the form because of the restrictions in the number of performance measures that can be reported upon. The impact data is summarized in Figure 2. Numbers are raw counts aggregated across activities for the four-year period of the proposal. So, for instance, based on past data we expect around 1,860 business professionals from 200 companies to participate in one of our activities. There is no weighting for depth (a multi-day course on exporting is treated the same as a one-day conference). Similarly, “global business resources produced” includes both short articles distributed in electronic format as well as more extensive cases, books, and videos. Student and faculty numbers are projections

of all expected to participate in some way in Center programs. *The CIBE program will touch a very large number of individuals and companies.*

8,800 Students equipped with global business skills	750 Faculty accomplished in international business, language, and area studies	1,860 Industry professionals trained in international business
240 Global business resources produced	85 Curricular and co-curricular opportunities enhanced with global content	200 U.S. companies that have increased export capacity and international business knowledge

Figure 2: The measures are based on the impact of the full portfolio of CIBE activities.

Finally, we discuss the significance and magnitude of the project’s outcomes at the level of each project objective, breaking up the discussion by those that will have national significance and those whose significance is primarily at the regional, state, and local level.

National Significance and Magnitude of Outcomes

1. Support and Create Top Quality Research. We have a very strong research program designed to have a significant national impact. As mentioned above, the U.S. Congress, the White House, the USTR, and numerous others have recently taken note of the importance of our research themes (global digital trade and new technologies such as AI) for U.S. global competitiveness. This effort is supported by world-class faculty such as Anil Gupta, Ritu Agarwal, Lemma Senbet, and many others (*the Smith School is ranked #16 in Research in the World by the Financial Times*). The first two research programs focus on our theme and are designed around Mandates E and F respectively. We also support Ph.D. student research on international topics. This has a higher potential for impact than support for faculty research (which would be done even without the support we have the ability to provide). In the past, an award recipient told the CIBE independent evaluator: “[The grant] was enough to sway me toward an International Finance dissertation ... [it] will go a very

long way to determining my research focus over the most productive academic period of my career.” The CIBE Country Studies Series (pioneered by our Cuba book published earlier this year) will create a valuable resource, and will leverage resources spent on FDIBs for greater impact. The projects themselves have been designed with **clear deliverables and milestones**. *We draw particular attention to the book length resources produced by the Center. Coming off our success with two books during the last grant cycle, we are proposing three new edited volumes and multiple teaching cases as concrete deliverables of the proposed project.*

2. Provide Thought Leadership in International Business. With its goal of dissemination of ideas founded on sound research into the business and policy worlds, the formulation of this objective (and especially the aspiration of leadership) embodies the goal of striving for significant impact. **Activities 5 and 8** bring world-class speakers (to campus and a conference respectively). The conference will be recorded and the videos made available online for broad and sustained impact. The biggest risk is the temptation to downgrade the quality of speakers and make the task of putting an event together easier. The past quality of our events is a testament to the fact that we have never yielded to such temptation. The executive in residence program and webinar series will both bring *high profile* executives to campus, and to leverage their knowledge and networks to strengthen CIBE programs.

3. Prepare students for leadership roles in global business. **Activities 9-23** are for students, and are designed for impact both at the individual level and as a portfolio. Several programs are new and innovative, while others involve enhancements. Significant components of the portfolio relate to *international experiential learning*: global internships, global consulting, and exchange programs. Other significant components relate to *real-world experience and deep interactions with industry*: live cases, micro-consulting in the MBA global business courses, international business

externships, and the international business roundtable as part of the Passport to Global Mindset Program. The evidence overwhelmingly points to the fact that solving real-world problems is the most effective way for students to learn. However, experiential programs are particularly difficult to deliver in the global setting. This strong portfolio of programs, including the Passport to Global Mindset Program that encourages undergraduates to participate in global learning opportunities throughout their degree program, will have a very significant impact on the learning outcomes of students. The MBA *Emerging Markets Case Competition* organized by the Smith School was initiated during the last grant cycle and has grown to become *an important national competition*. This competition extends the benefits of CIBE funding to schools outside of the network.

4. Develop Faculty Expertise in World Regions. There are two significant initiatives proposed for faculty. We will run a Professional/Faculty Development program in conjunction with the U.S. Commercial Service Trade Winds Business Forums and Trade Missions. This tie-up will increase the impact of the program, both for faculty as well as business executives. One of the products of each program will be an edited volume, which will heighten impact. In addition, we will continue to sponsor a number of faculty (*preference being given to those from MSIs and CCs*) to participate in FDIBs organized by us or by others in the CIBE network. To increase the impact, the selection process requires faculty to submit a plan for how lessons from the trip will lead to changes in the classroom. A subsequent follow-up report is required.

5. Build Capacity of U.S. Business to Compete in the Global Marketplace. The Center has become an important asset in the international trade support ecosystem of the State of Maryland, but many of our outcomes extend beyond Maryland. An important activity has been to offer export management boot camps for industry professionals in the D.C.-Baltimore region. A number of other CIBE schools offer similar programs and **Activity 28** is a consortium activity that proposes

to take advantage of synergies, share assets and coordinate activities for *maximum national impact*. The language study scholarships fulfill the *Invitational Priority* and will be offered to alumni of the State of Maryland University System, regardless of where the alumni live in the U.S. **Activities 26 and 29** focus on increasing export capacity, but since they are primarily state-focused we discuss them later in the section on state and local significance.

6. Build Capacity for International Business Education at Minority Serving Institutions (MSIs) and Community Colleges (CCs). There are two very high impact educational outreach activities specifically for MSIs and CCs. These are the CIBE MSI consortium and the CIBE MSI and CC consortium. The former has a long history of valuable contributions. The newly proposed consortium includes CCs and takes a distinct long-term development approach with progressively deeper levels of internationalization with collaborating partners. In both cases, the consortium approach pools resources to magnify impact across the country. In addition to these specific activities, the Center sponsors participation in FDIBs by MSI faculty. Further, the proposed foreign language training support will be made available to alumni of MSI in the Maryland system.

The initiatives of the Smith School CIBE program will also have significant outcomes for the local and regional communities we serve.

2. Regional and Local Significance

The initiatives listed above as having national significance also have regional and local significance since the students and business professionals served are disproportionately drawn from the region. However, some activities are designed with an explicit focus on Maryland and conducted with the support of state and local partners such as the Maryland Department of Commerce. The SME International Business and Foreign Language Development Program, the

National CIBE Exports and Workforce Development Initiative, and the Asset Mapping Initiative are examples of this. The Center for Global Business Annual Forum will draw its audience primarily from the Washington, D.C. area. For MSI and CC capacity building, we expect to work closely with Bowie State University in Maryland. Similarly, we will publicize the faculty development programs among local area educational institutions. *We are actively engaged in the development of Maryland and, in recognition, the Maryland Department of Commerce has designated the Center as an educational partner of the MAPIT (Maryland Partners in International Trade) initiative.* Letters of support from members of the Maryland's congressional delegation, including its two senators, and the Maryland Secretary of Commerce are attached.

3. Quality of the Project Design

Approach to Project Design

The authorizing statute clearly lays out broad goals, mandates, and permissible activities. To a considerable extent these determine the nature of activities included in any project – global programs for students, export management programs for business professionals, activities to promote internationalization of the curriculum at MSIs, research projects, language programs, etc. However, the design of a project needs to be continually updated so as to be *responsive to the unique demands of the times*. This involves careful **study of trends in international business and understanding of the forces driving these trends**. With this in mind, a considerable amount of preparatory study and research was conducted to identify trends and understand the forces behind them. This led to the themes and focus areas for the proposal – global digital trade and technological disruptions the identified in previous sections. The themes were vetted in a number of informal discussions both within the Center and at the Smith School. Only then did the formal design process begin.

The project was designed after a broad process of consultation with Smith School leadership, faculty, other University academic units, the CIBE Advisory Council, and external partners. The Advisory Council, which includes eminent management scholars and senior executives, played an important role in the process. We also have a core group of faculty members from different Smith School departments whose work focuses on international business. Their contributions have contributed to the quality of this proposal. Involvement of business executives and Maryland state officials ensures that all CIBE initiatives are rooted in the real world and will have the dual intended outcomes of providing concrete results for business and skills for students. Distinguished partners have made important commitments to the project. Careful analysis of past evaluation data has given us a good understanding of what does, and does not, work. Consequently, our activities include design features that create the greatest potential for impact.

While the mandates still determine the nature of activities, these have been updated with the new themes in mind. So, for instance, an export management bootcamp will continue to have mostly familiar content on the intricacies of the export process, but would also add new content reflective of current trends. The research portfolio of the proposal is designed to create such content. These will then be incorporated into the curriculum and into practitioner focused workshops at the Center. Finally, content will be disseminated widely for broader use.

Project Design Priorities

1. Design projects to meet the *statutory requirements* and *competitive and invitational priorities* of the CIBE program.
2. Design the projects to meet the six key objectives of the Smith School CIBE. Serve all our key constituencies – ensuring that program benefits reach the widest possible constituencies.

3. Ensure that the portfolio of projects achieves balance with respect to meeting the objectives and serving the needs of the various constituencies.
4. Design the program in line with the Smith School and UMD strategic plans, ensuring that interests are aligned and project initiatives have wide support in the School and the University.
5. Leverage the extensive international resources and existing international activities of the Smith School and its external partners.
6. Build on the key teaching and research strengths of Smith School and UMD faculty, centers, and programs.
7. Leverage the unique resources of National Capital Area institutions, organizations, and businesses.
8. Support Smith School departments and centers in their international (and internationalization) activities, including programs, curricula, research, conferences, and outreach.
9. Avoid duplication of activities that are undertaken by other organizations as part of their own missions.
10. Supplement federal funds with our own and our partners' substantial resources, and use such resources cost effectively within the UMD and State of Maryland internal control guidelines.

Some related design principles are listed in the section on significance and magnitude above – these principles create the potential for the greatest possible impact.

How Activities Constitute a Coherent, Sustained Program of Research and Development

1. Focus areas

The chosen focus of this proposal is on the rise of digital global trade and disruptive effects of new technologies such as AI. This does not involve a change in direction for our Center which, during the last grant cycle, focused on Emerging Markets. Indeed, the rise of digital trade has made

Emerging Markets *more* important. Some of the largest new companies in the world are located in Emerging Markets (such as Alibaba, Tencent, Flipkart, etc.) and tend to be digital companies. The Center's accumulated expertise in Emerging Markets will be put to good use in a world where the locus of innovation is becoming more globally dispersed. The choice of focus/theme gives coherence to the overall program. *The multiple activities become mutually reinforcing, so that the sum is greater than the parts.* The first two research activities have an exclusive focus on the chosen theme. The projects are designed to create new content for our student and business executive focused activities. Thought leadership activities such as the Center for Global Business Annual Forum will choose themes in line with the chosen focus areas. For the Emerging Markets Case Competition, we hope to be able to procure (or create) a new case involving an e-commerce company or a digital platform in India or China. In this way, the organization around a focus area creates multiple synergies and amplifies the impact of each activity.

2. Established Strength of Smith School

This project builds on established strengths and interests of the Smith School. First and foremost, we have some of the world's leading scholars in IB. Additionally, the School has an analytics focus and its faculty includes some of the world's top researchers in e-Commerce, Digital Platforms, Artificial Intelligence, etc. Other Smith School Centers have a strong interest in these technologies as well (the Center for Financial Policy on FinTech; Center for Social Value Creation on crowdfunding; Center for Health Information and Decision Systems on mobile health, telemedicine, AI, and on-line health portals; and Center for Digital Innovation, Technology and Strategy on E-Commerce and digital platforms). We have had a number of fruitful collaborations with these centers in the past, and they have expressed great enthusiasm about our new focus area.

There is already a critical mass of individuals at the Smith School who will bring their extensive networks to the new CIBE project.

3. Substantial Addition to an Ongoing Line of Inquiry

The central line of inquiry at our Center has been driven by the requirements of the mandate – to produce knowledge, instructional materials, expertise, and human capital skills relevant for ensuring the continued global competitiveness of U.S. business. As we have argued in previous sections, the current era of digital globalization calls for a substantial addition to this line of inquiry. The research program outlined, and the numerous activities drawing from it, are designed to accomplish just that. Previous sections of this proposal (see, especially, pages 1-3) have provided the relevant background and set up the urgent need for this addition to the line of inquiry. Section 2 has outlined why the contributions of the proposed CIBE project will be significant and of high magnitude. The research initiatives are timely and will create concrete and measurable outputs (instructional materials and books) on a set timetable. These will add to the two books that we produced in the last grant cycle. There is a lot of research on international themes at the Smith School that is published in top journals. We have chosen the book format because it allows us to specifically commission research on the themes of the Center. Additionally, the wording of the statute calls for a specific type of research, and editorial control allows for such customization. From the research initiatives will flow additional outputs, such as students and executives trained, and these will ensure that we continue to make positive contributions U.S. global competitiveness.

4. Quality of the Management Plan

Center Organization and Staffing

In 2017, the Smith School re-organized the leadership and management structure for international initiatives and global business education, effectively combining two previously separate but co-managed units under one leadership structure. The new Center for Global Business now serves as a hub for all global activities at the school. The Center is led by an executive director (staff) and academic director (faculty) and staffed by four additional full-time staff members and five part-time student project assistants. The Center is the natural and most effective place from which to manage and execute on the full portfolio of CIBE activities proposed here. In fact, it is within this organizational structure that the Smith School has achieved implementation success in the final year of the last grant cycle (2017-18).

The work of the Center, including CIBE grant program activities, is organized among the staff according to complexity, area of position-assigned responsibility, and interconnectedness. Furthermore, the Center's work is supported by and integrates the work of other Smith School units - such as the Master's Program Office, Undergraduate Studies Office, Executive Development Programs, academic departments, etc. – to ensure that program goals and outcomes are prioritized and fully resourced by the School to ensure high performance and maximum impact.

Leadership: The Dean of the Smith School, **Dr. Alexander Triantis**, has oversight over all activities of the School. He will be actively involved in setting strategic priorities for the CIBE project and in evaluating the School's performance toward the stated goals. He will participate in CIBE programs as the face of the School, attend CIBE Advisory Council meetings on an annual basis, and meet with the executive director of the Center, a direct report, on a monthly basis to assess progress toward goals. He will contribute 3% of his time to the CIBE project. The academic director of the Center, **Dr. Kislaya Prasad**, has primary responsibility for the research and thought leadership activities of the Center. He has served as **CIBE project director** in the last two

successful grant cycles and will continue this role in this new cycle. He will dedicate 25% of his time to lead the research, thought leadership, and faculty development portfolio of activities proposed here. He will also maintain joint oversight with the Center's executive director of the CIBE grant budget and evaluation of all activities. The executive director, **Rebecca L. Bellinger**, has primary responsibility for strategic leadership and management of the Center, including all staff supervision, and drives the School's internationalization strategy, partnership development, and global activities. She served as designated authority for the CIBE grant in the last funding cycle and will continue in this capacity under the new grant award. She will dedicate 25% of her time to the strategic implementation of CIBE activities with specific responsibility over the student development, industry capacity building, and MSI capacity building portfolios as well as discrete thought leadership, faculty development, and research initiatives. She leads weekly meetings with the Center staff to ensure consistent performance toward activities. The Center academic and executive directors will work closely on the leadership of the CIBE portfolio, each playing to their strengths to ensure that CIBE programs fulfill the project goals and achieve maximum impact. For the purposes of internal UMD processes, having the executive director function as a designated authority for the grant streamlines budgeting and reporting processes. Furthermore, incorporating grant activities into the Center assures that they are resourced and implemented with the same thoroughness as programs not funded by CIBE.

Staffing: The assistant director for CIBE programs, **Marina Augoustidis**, also served this role in the last grant funding round. She will dedicate 100% of her time to the implementation of CIBE activities with primary responsibility for discrete student learning, thought leadership, industry capacity building, and MSI capacity building programs. She will be responsible for marketing, data collection, and reporting on the entire portfolio of CIBE project activities. The

coordinator for CIBE programs, **to be hired**, will serve the vital role of supporting the implementation of all CIBE programs. S/he will dedicate 100% of his/her time to marketing and communication functions and in a discrete portfolio of student learning programs and thought leadership activities. Other staff members of the Center for Global Business, namely an Assistant Director and Program Manager for Global Programs, will also support the implementation of CIBE activities, as the entire Center will collectively prioritize maximum performance in the CIBE portfolio. *See Supplemental Materials #5 for the Center's organization chart and staffing leads per CIBE activity.*

The **CIBE Advisory Council** meets on a semester basis to review project accomplishments, make performance recommendations, and connect the Center to additional resources and stakeholders in the university, government, and international business ecosystems.

Performance toward Project Goals

Yearly planning for CIBE activities occurs in early summer for the following academic year and includes clearly defined evaluation plans, workplans, timelines, and budgetary requirements/updates that inform the implementation of each individual activity and the portfolio as a whole (which is tracked through Performance Measurement Factors or PMFs). In year one, the directors lead a strategic planning meeting with the Center staff to articulate the goals, evaluation criteria, resources needed, timelines, and expectations for the portfolio of activities. Each activity lead is then responsible for designing his/her workplan for the summer in preparation for the academic year as well as workplans for the fall and spring semesters. Similar processes will occur in grant years 2-3-4, with the directors leading a review of the previous year's performance and identifying areas for performance enhancement and adjustment for each activity. The executive director presents activity goals, PMFs, and associated workplans on a yearly basis to the

dean for review. The CIBE Council meets in the fall to provide additional feedback and recommendations related to both the previous year's performance and goals for the subsequent year. Furthermore, achievement toward activity goals and PMFs is tracked on a monthly basis. Activity leads input quantitative data into the shared tracking form in advance of the monthly Center meeting on performance. The executive director leads these meetings and works with staff to identify gaps in achievement where additional attention and resources or adjustments in timelines are needed. The executive director updates the dean on progress toward PMFs on a semester basis.

5. Quality of Project Personnel

The CIBE organization is of high quality and of proven effectiveness.

(a) Project Director:

Dr. Kislaya Prasad is currently the project director of the Smith School CIBE, a role he has held since 2009. He is also a research professor in the Department of Decision, Operations & Information Technologies at the Robert H. Smith School of Business at UMD. He is a Nonresident Senior Fellow in the Economic Studies program at The Brookings Institution and so is well-connected in policy circles. He received his Ph.D. in Economics and M.S. in Computer Science from Syracuse University. Previous positions include Professor of Economics at Florida State University and Research Officer at the University of Cambridge. He has also been a Visiting Professor in the Kellogg Graduate School of Management at Northwestern University and in the Economics Department at New York University. His research has been funded by the National Science Foundation and NIHCM and published in leading economic journals such as *Journal of Law and Economics*, *Journal of Monetary Economics*, *Journal of Mathematical Economics*,

International Journal of Game Theory, and *Journal of Economic Dynamics and Control*. His opinion pieces have appeared in the *Baltimore Sun*. Dr. Prasad is an expert on international competitiveness and has advised the Asian Development Bank and other entities.

(b) Other Key Project Personnel

Executive Director of Center for Global Business: Rebecca L. Bellinger is executive director of the Center for Global Business at the Smith School and has served a leadership role in the Smith School CIBE since 2014. She concurrently serves on the Executive Committee of the Association of International Business Education and Research and the Maryland Department of Commerce ExportMD Grant Review Committee. In 2018, she was appointed to the Maryland-D.C. District Export Council for a four-year term. Together with Dr. Kislaya Prasad, she is co-editor of and contributor to the 2018 book, *Cuba in Transition: Lessons from a Faculty Development in International Business Program*. Rebecca has worked in the field of international and global business education for over 15 years and is an active member of several professional associations, including NAFSA, NASBITE International, and the Association of International Education Administrators. She holds a MA in political science from the University of North Carolina at Chapel Hill and a BA in political science from the University of Rochester. She also holds the NASBITE International credential of Certified Global Business Professional.

Assistant Director, CIBE Programs: Marina Augoustidis has held the position of assistant director for CIBE at the Smith School since 2015. Prior to this, Marina worked at the Brookings Institution managing executive education programs for civil servants and those in the Senior Executive Service with Brookings Executive Education. Marina received her Master's Degree in international development from the University of Pittsburgh's Graduate School of Public and International Affairs and a BA in history, also from the University of Pittsburgh.

Coordinator, CIBE Programs: To be filled.

Dean: Alexander J. Triantis is dean of the Robert H. Smith School of Business at the University of Maryland. Triantis joined the Smith School in 1995, first as a visiting associate professor, then an associate professor of finance, professor of finance, chair of the finance department and co-founder of the Center for Financial Policy, and now as the eighth dean of the Smith School of Business.

Key Advisory Board Member: Anil K. Gupta is the Michael D. Dingman Chair in Strategy, Globalization, and Entrepreneurship and Distinguished Scholar-Teacher at the Smith School. Anil also serves as the chairman of The China India Institute, a Washington D.C.-based research and consulting organization. Dr. Gupta has been ranked by Thinkers50 as one of the “world’s most influential management thinkers,” he has also been named by the Economist as one of the world’s “superstars” for research on emerging markets in a cover story on “Innovation in Emerging Economies.” He was the recipient of the 2017 Outstanding Educator Award from the Academy of Management for worldwide contribution to research, practice, and teaching the topic of globalization. Dr. Gupta is a member the Bretton Woods Committee set up by the World Bank and IMF to advise them on solutions to global challenges.

Key Advisory Board Member: Signe Pringle is Managing Director of the Office of International Investment and Trade at Maryland Department of Commerce. Ms. Pringle is responsible for the State’s international operations, including export promotion. She was instrumental in the Maryland Partners in International Trade (MAPIT) Program with the Smith School CIBE (see article, “Maryland Commerce Launches New International Trade Initiative” in *Supplemental #4*). Ms. Pringle serves on the State International Development Organizations Board, MD-D.C. DEC, and Governor's Subcabinet on International Affairs.

Independent External Evaluator: Dr. Leigh Shamblin is currently a professor of practice in the College of Management at North Carolina State University. She has served as a CIBE independent external evaluator for CIBE programs at four universities since 2008, including the Smith School, and has agreed to continue in this role for the Smith School CIBE in the new grant funding cycle.

(c) Employment of Persons from Underrepresented Groups:

The University of Maryland, College Park, actively subscribes to a policy of equal employment opportunity, and will not discriminate on the basis of race, age, gender, color, sexual orientation, physical or mental disability, religion, national origin, or political affiliation. Women and minority candidates are especially encouraged to apply. See GEPA statement for further details.

6. Adequacy of Resources

(a) Describe the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the project.

The general principle we follow is to allocate funds so that the benefit created per dollar is as large as possible. This implies allocating funds only where the most value is created while keeping costs low. It is important that activities not be under-resourced, which detracts from significance and magnitude. At the same time, all efforts are made to achieve a given outcome at the lowest cost.

How costs are reasonable: Costs for many resources, including the use of facilities and contributions of several UMD academic and administrative units, *are not included in the budget*. These are being borne entirely by the Smith School and UMD (i.e. above and beyond the Smith School share of costs reported in the budget). This includes the support of the Office of Smith Programs and Events and support from the Office of Marketing Communications. Some of the

other costs, including supplies and resources, are included in the budget but at low levels. We have the practice of taking advantage of discounts available from various vendors, such as early-booking discounts. Proximity to three major international airports means that travel costs are relatively low. Being present in a major metropolitan area and because of the Smith School CIBE's growing reputation, attendance at events is large. Consequently, *per capita costs* (i.e., per unit benefit generated) are very reasonable.

Contributions by Partners: A project of this magnitude and significance cannot be undertaken with federal or UMD funds and resources alone. The Smith School CIBE project has the support of several *partners*, many of whom are contributing resources in cash or in kind. Activities such as global consulting have, in the past, been able to take advantage of grants from the Maryland Department of Commerce (we will continue to apply for support in the future). Similarly, the Ronald Reagan Building and International Trade Center sponsors our annual Forum and makes conference premises available for free. Such contributions make the costs budgeted for the project most reasonable. Furthermore, we have been able to get new commitments from partners for matching funds to support new initiatives in this proposal, such as funds from SLLC for the summer language awards and from the MD-D.C. DEC for the asset mapping initiative. Several partners also provide *manpower* which is not being budgeted – without this we would not be able to organize such a wide set of activities. In light of the number and variety of activities, and accounting for their potential significance, the project is remarkably cost-effective. (See *Budget Notes, Supplemental #7*)

(b) Describe the adequacy of support, including but not limited to, facilities, equipment, supplies, and other resources from the applicant organization

The Smith School is deeply committed to the success of the project. The submitted budget reflects just over 100% cost-share (which is the maximum we are permitted to show). This includes significant manpower commitment to the project.

The University of Maryland is the flagship university of the State of Maryland and has the resources and the reach of a Top-20 public university. Both UMD and the Smith School have the resources to support a project of this magnitude and are committed to ensuring its success. The *CIBE project is housed in the Smith School, which provides use of facilities, equipment, most supplies, and considerable manpower support.* In terms of international resources, the Smith School's has an EMBA Program and permanent staff in Beijing, China. The Smith School's satellite facilities in downtown Washington, D.C., downtown Baltimore, and in Shady Grove, MD, gives the Center extensive reach in multiple urban centers. *Supplemental Materials #4* describes the resources of UMD, the Smith School, and its Centers of Excellence in greater detail.

The Smith School is also a member several international business education associations and has cultivated relationships with a large number of international universities and institutions. Similarly, the Center partners regularly with organizations government agencies based in the National Capital Area. These relationships are a valuable resource and will be leveraged for maximum impact of the CIBE project activities (described in *Supplemental Materials #3*).

7. Quality of the Project Evaluation

The Center has a strong evaluation plan to ensure that the project is being efficiently implemented, is reaching its intended target groups, and achieving its intended objectives. The plan has two parts: (a) the **monitoring** component is designed to ensure that we collect the right kind of data at the appropriate frequency, and (b) the **evaluation** component ensures that we are appropriately

judging quality and impact (and making speedy adjustments when necessary). Data collection is an integral part of the design of each activity, and the data is aggregated and analyzed periodically in order to determine whether we are meeting stakeholder expectations and achieving goals. Assessments are used to identify performance gaps, which are then addressed and corrected. The Center has very good internal capability in project evaluation: The Project Director Dr. Prasad has extensive experience with evaluation in both the private sector and with international development agencies in a consulting role. In addition, we will be working with a highly credentialed **independent external evaluator**, Dr. Leigh Shamblin. Constant improvements have led to a very good evaluation plan of which we keep key elements in place. These include collection of data on performance indicators required by the Government Performance and Results Act (CIBE GPRA measures or PMFs). Notable enhancements in the current plan involve collection of more data on measures of *long term* impact.

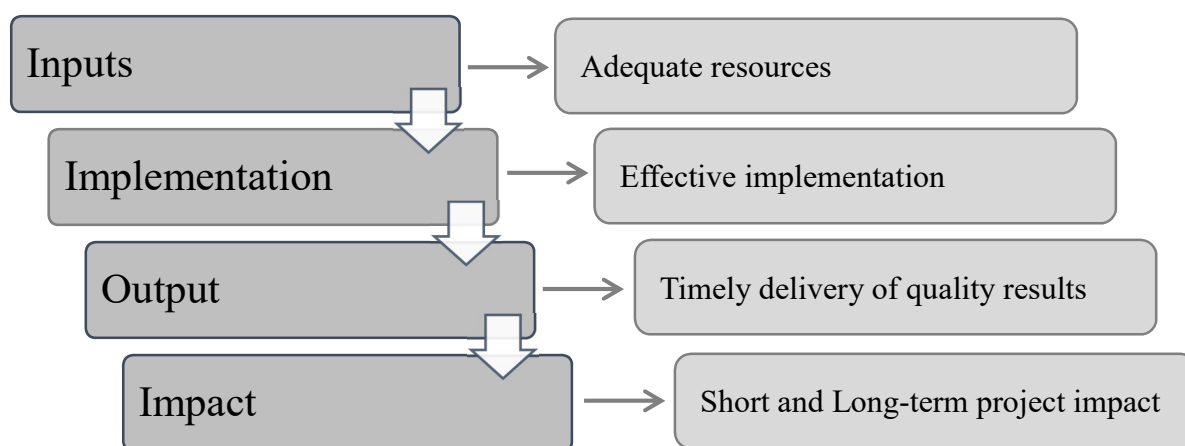


Figure 3: Conceptual framework for monitoring and evaluation

Conceptual Framework. A good evaluation system begins with clarity about goals. It would be tempting to measure success using operational variables (e.g. measures of staff efficiency, timeliness, cost-effectiveness, etc.). These are important, but not sufficient for ensuring a project

with significant impact. What is required is measuring progress towards project objectives and the purposes of the authorizing statute. In other words, *how well is the Center achieving its objectives and the goals of the authorizing statute?* To ensure maximum impact we use a framework summarized in Figure 3 (adapted from widely used frameworks in the international development field). The underlying idea is that appropriate resourcing and deployment of organizational assets should set the ground for effective implementation (all markers for success met on time, within budget). If these generate the correct outputs in a timely fashion, then the project will have high impact. Stated somewhat differently, a failure to generate high impact could be because the project is not generating quality output (or the right kind of output), because there is a failure to implement the activity correctly, or because it did not have the right amounts (or right kinds) of inputs. A good monitoring and evaluation framework should, first and foremost, provide adequate data for the evaluation of program impact. Second, it should measure the effectiveness of outputs in producing intended short-term and long-term impacts. Third, it should also maintain records on inputs and implementation so as to enable a determination of their contribution to output and impact. Such data would permit us to extract lessons and best practices for future iterations of the activity and provide guidelines for modifications of the project design.

Implementation. To measure impact of the project, we focus on the target groups specified in the authorizing statute. Recall that project activities are categorized according to six objectives stated in terms of target groups (see pp. 5-6). Hence, we can focus on the success of the activities in achieving these objectives. For each activity we enumerate indicators of success or **performance measures** (corresponding to outputs and impact in the framework of Figure 3). These differ by activity, but broadly include: (A) the numbers of individuals affected; (B) the depth of engagement of individuals; (C) measures of satisfaction/learning of individuals; and (D) perception of the

activity and project within some relevant population. Measures B and C are intended to measure quality and are typically augmented with additional activity-specific quality measures. Finally, we include two *long-term performance measures* (measured using a follow-up survey after a time lag): (E) role of activity in changing attitudes, beliefs, and behaviors, and (F) impact on a program participant's professional career. In terms of our conceptual framework, measures A-D above are outputs, and E-F are impact measures. We aggregate the two to correspond to performance measures in the GPRA PMF forms included in *Supplemental Materials #9*. Activity-wise lists of performance measures to be used for evaluation are provided there as well.

We now outline the procedure used to obtain *timely and actionable intelligence that can be used to make suitable changes in the way an activity is resourced, designed or administered*. It is important to understand *why* a desired level of impact was not realized. If an activity has room for improvement, appropriate measurements should identify what possibilities exist for this. For instance, we will not learn whether a wrong choice of location or timing of a student activity is the reason behind insufficient enrollments if we do not ask the right questions of the right people. The required data may not become available in one iteration of an activity, but comparisons across time can reveal best practices. Appropriate data collection requires an *a priori* specification of the **relationship between inputs and outputs** for an activity. The data collection must support testing of the **hypothesis linking inputs to outputs**. Broader impacts are harder to measure at this level of detail – we intend to measure these at the level of activity itself (i.e. which activities were most impactful). The information gathering effort targets not just the participants in an activity but also the broader target population (which includes non-participants). To collect information from a broader pool of individuals, we periodically conduct a **global needs assessment** exercise, where a comprehensive group of individuals is asked a range of questions (such as world areas of interest,

interest in a range of programming options, preferred timing and location, etc.). We consequently have very detailed information on global interests, needs, and behaviors of the various student populations and faculty at the Smith School. A second source of information from a broader pool are population-wide surveys (such as of MBA students) that include questions about satisfaction with global programs. For individuals who are not part of the Smith School, we have data only for program participants. The new element of the evaluation plan involves **long-term impact**. *LinkedIn* and similar social networking sites make it feasible to reach out to program participants two years after the end of the activity. We will be sending questionnaires to assess perceptions about the impact of the activity and the effect that participation had on careers.

In addition to the activity-specific measurements described above, there are three additional areas of measurement used for evaluation purposes at the Center.

- **General administration:** A central element of general administration of the Center consists of the **performance review and development** (PRD) cycle for all staff members who are part of the organization. Staff are rated on a number of criteria, such as leadership and motivation, organization and work allocation, customer service orientation, communication skills, cooperation and team work, quality of work, etc. Where improvements are warranted, an action plan is developed and developmental activities are recommended.
- **Stakeholder satisfaction:** The external evaluator conducts interviews of a number of stakeholders (e.g. Smith School leadership, Advisory Council members, faculty and students, external partners and program participants), on satisfaction with the performance of the Center and its programs. Combined with the activity-specific satisfaction data (whose collection was described above) we get a full picture of the extent to which stakeholders feel that the Center is meeting expectations.

- **Institutional effectiveness:** This is a general category intended to determine if the Center is an effective and relevant presence on campus and in the surrounding community. This assessment of “performance against mission” is also done by the external evaluator.

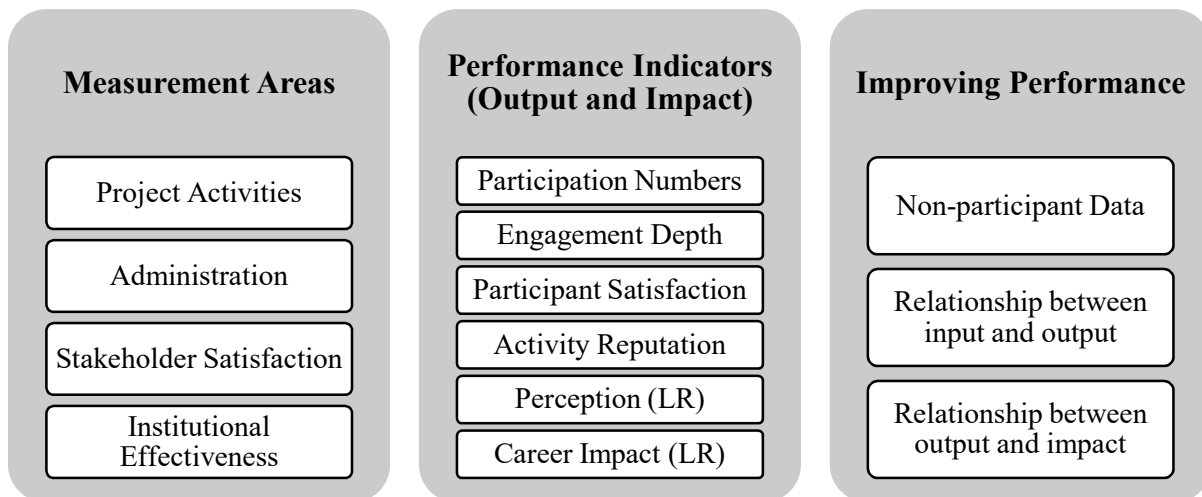


Figure 4: Elements of the Monitoring and Evaluation System.

Organizational Processes. Other than the reports (with detailed performance metrics) submitted to the U.S. Department of Education, the most important evaluation activity is the **independent external evaluator’s annual review**. Prior to the review, all the activity-specific data and reports are made available to the evaluator. To the extent that the data have been used to reach conclusions, and changes have been instituted, these are communicated as well. In addition, a large list of names and contact details of program participants (students and business executives), staff, faculty, and School leadership is provided to the evaluator. She chooses a random subset of individuals to contact for interviews and follow-up questioning. After analyzing the data, she provides (1) a report on how well CIBE is meeting its key objectives, the extent of stakeholder satisfaction, and

institutional effectiveness; and (2) makes recommendations for improvement. This review will take place annually for the duration of the grant.

Using data to drive improvements. The activity-specific data collection process begins with the first planning meeting of the team charged with an activity. The activity lead is *required* to bring evaluation results from the previous iteration of the activity, which are then discussed as part of the *pre-activity review*. The evaluation report will contain a narrative of “lessons learned” and suggestions for improvement, which will factor into the design of the activity. For new activities, the team will determine what would make the activity a success based on past experience with similar activities. In either case, instruments to be used for evaluation of the activity are agreed upon, using principles outlined in the conceptual framework above. After the relevant instrument has been designed (or revised), it will be implemented and data will be collected. The data will be analyzed, and discussed critically in the *post-activity review* (“wrap-up”). Data summaries, analyses, and a narrative summary of the discussion will combine to form the activity evaluation report (see samples in *Supplemental Materials #8*). The below two cases are used to illustrate the evaluation process.

Case Study: MBA Consulting Projects

The objective of this activity is to equip students with a global mindset and global business savvy and enable them to go on to careers in International Business and assist U.S. companies to make the most of global opportunities. Consulting projects overseas or on export-related issues provide deep hands-on engagement and have proven to be invaluable for learning. The essential inputs for success when working with companies are high-quality students, good projects, resources for travel, company commitment of time and resources, and appropriate matching of skills to the needs

of the project. Successful implementation requires timely sourcing of projects, attracting top students to the program, optimal timing of travel, together with appropriate pre- and post-work. Performance measures will be (a) the numbers of students participating in the program, (b) the quality of the engagement measured by client, student, and faculty advisor satisfaction with various components of the program, (c) perceptions of the CIBE consulting program within the MBA student and faculty population, and (d) measures of the effect and value of the experience two years later on perceptions and careers. Ancillary measures of success include characteristics of the company and project, extent of interaction between executives and students, the length of the engagement, the extent to which use of foreign languages was required, etc. Client, student, and faculty questionnaires will measure satisfaction with various components of the program. This information will be matched with data on the company, the country where the project took place, and the nature of the project. Faculty advisors will rate the consulting project on pedagogical elements. *Correlations between inputs and outputs (and impact measures) can then guide decisions, such as future choice of projects.* In a separate annual survey of MBA students, some questions gauge perceptions of the CIBE consulting programs. The aforementioned global needs assessment exercise provides further information about preferences of the target population, allowing us to judge how better to serve the non-participant population. In the future, these measures will be augmented with long-term measures. *LinkedIn* provides an effective method of staying engaged with program participants over time. This will be used to determine if previous program participation was perceived to provide long-term value, and if it helped students in pursuing careers in international business.

Case Study: Faculty/Professional Development in International Business

The objective of this activity is capacity building – both in the effective teaching of International Business, as well as in the global skills of executives. The F/PDIB provides deep knowledge of a country or region and U.S. commercial interests there. The essential inputs for success are quality content (e.g. range and depth of topics, high quality on-site visits, top quality speakers), informed and engaged participants (including from target groups, such as MSIs), and financial support. Successful implementation requires timeliness in design, effective marketing and recruitment for the program, flawless on-ground logistics, and follow-up to ensure that participants complete deliverables. Performance measures will be (a) number and composition of participants (meeting participation goals for MSIs and CCs), (b) quality of the program as measured by satisfaction surveys, (c) participant deliverables (articles and pedagogical materials), (d) program deliverable (edited volume in the Center’s Country Series or mini cases for Center website), and (e) long-run impact measures (for faculty: new or redesigned courses, and new materials for existing classes; for executives: new business opportunities created).

8. Competitive Preference Priority 1:

Collaboration with Professional Association/Business

A variety of such collaborations are undertaken. **Activity 10** involves placement of students in export roles with Maryland companies and **Activity 11** is a global internship program. **Activity 14** brings live/living cases into the classroom. In **Activity 15**, students are matched with businesses to work on extensive consulting projects. For these and other opportunities, we plan to work with the MD-D.C. District Export Council, the Maryland Department of Commerce, and the U.S. Commercial Service (see *Supplemental #2* for letters of support).

9. Competitive Preference Priority 2: Community College/MSI Collaboration

We will participate in two consortia – the CIBE MSI Consortium (**Activity 30**) and the CIBE MSI and CC Consortium (**Activity 31**). The latter is a new initiative involving progressively deeper internationalization activities. Additionally, we will continue our practice of sponsoring MSI and CC faculty for our own PDIBs and others in the CIBE network (**Activities 24 and 25**). The language program for industry professionals (**Activity 27**) is being expanded to include alumni of the MSIs that are part of the University System of Maryland.

10. Invitational Priority 1: Languages for IB Professionals:

Activity 27 is designed to provide foreign language instruction to business professionals.

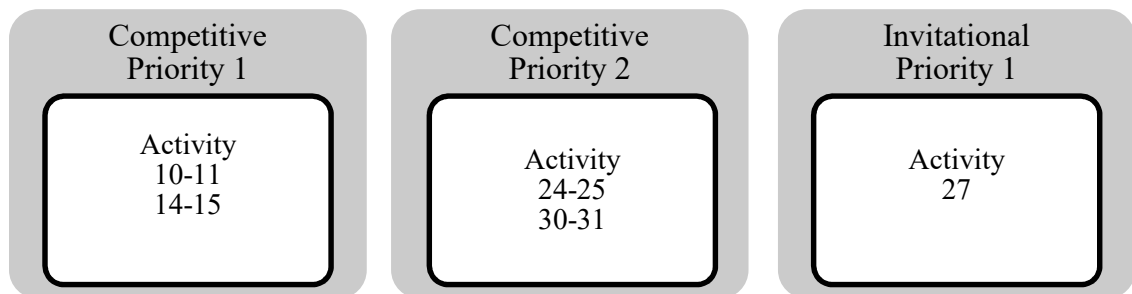


Figure 4: Invitational and Competitive Preference Priorities and corresponding activities.

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Supplemental Materials #1

CIBE Advisory Council

CIBE ADVISORY COUNCIL

The current Smith School CIBE Advisory Council was formed in 2014 and was involved in the execution, review, and evaluation of CIBE activities in the last grant cycle. Meetings have been held on a biannual basis, once at the start of the fiscal year and once at midterm. Council members have been instrumental in expanding the reach and scope of the CIBE activities and have made valuable connections for the Center throughout the capital region. The Council also reviewed and supported this proposal for renewed funding. The Smith School CIBE Advisory Council last met as a full group on Friday, October 13, 2017. Individual members of the Council were consulted during the spring (March – May 2018) on the themes and activities of this proposal according to their areas of expertise.

We will be expanding the membership of the Council in this upcoming grant cycle to include more representation from the regional business community and alumni of the Center's programs and have already extended invitations to executives at several of the area's top companies, including Ellicott Dredges, LLC, Marriott International, and McCormick & Company (a Fortune 500 Company).

Some key features of the CIBE Advisory Council at present:

- Includes one or more members representing each of the seven specified categories in the authorizing statute.
- Hosts as a representative of the Governor of the State of Maryland, the Managing Director of the Office of International Investment and Trade of the Maryland Department of Commerce, Ms. Signe Pringle. Ms. Pringle has been instrumental in creating the relationship between the Center and the Maryland Department of Commerce.
- Includes both a senior faculty member and the Senior Associate Dean for Faculty of the Robert H. Smith School of Business.
- Includes members of both small and large business from throughout the National Capital Area. All of these firms have international operations.

The next meeting of the Advisory Council will be held in October 2018.

The list of CIBE Advisory Council members is shown on Pages 2-4 of this document.

**List of CIBE Advisory Council Members
As of June 1, 2018 (to be expanded)**

1. Representatives of Administrative Departments of the Institution

Mr. Brian Darmody
Associate VP for Corporate and Foundation Relations
University of Maryland

Mr. Nat Ahrens
Director of China Affairs
University of Maryland

2. Representatives of the Business or Management School of the Institution

Dr. Michael O. Ball
Senior Associate Dean & Dean's Chair in Management Science
Robert H. Smith School of Business, UMD

Dr. Anil Gupta
Michael D. Dingman Chair in Strategy and Entrepreneurship
Robert H. Smith School of Business, UMD

Dr. Kislaya Prasad (Ex Officio)
Academic Director, Center for Global Business
Project Director, CIBER
Robert H. Smith School of Business, UMD

Ms. Rebecca L. Bellinger (Ex Officio)
Executive Director, Center for Global Business
Robert H. Smith School of Business, UMD

3. Representative of International Studies/Foreign Language School/Department

Dr. Saul Sosnowski
Professor, Latin American Literature and Culture
School of Languages, Literatures, and Culture, UMD

4. Representative of Another Professional School

Dr. Robert Orr
Dean
School of Public Policy, UMD

5. Representative of Local/Regional Businesses or Firms and Non-Profit Organizations

Ms. Kirstin Parsons
CEO, Learning without Tears
Gaithersburg, Maryland

Mr. Jorge Urrutia
CEO & President, MSI Universal
Gaithersburg, Maryland

6. Governor's Representative

Ms. Signe Pringle
Managing Director, Office of International Investment and Trade
Maryland Department of Commerce
Baltimore, Maryland

7. Such other individuals as the institution of higher education deems appropriate

Dr. Anthony Nelson
Dean, School of Business
Bowie State University, Maryland

Mr. Guy Pfeffermann
Founder and Former Chief Executive Officer
Global Business Schools Network
Washington, D.C.

Supplemental Materials #2

CIBE Assurance Form Letters of Support

1. CIBE Assurance Form
2. Letter 1: Maryland Congressional Delegation
3. Letter 2: Secy. Mike Gill (Maryland Department of Commerce)
4. Letter 3: John Moder (Senior VP/COO Hispanic Association of Colleges & Universities)
5. Letter 4: Wallace Loh (President, University of Maryland)
6. Letter 4: Peter Glanville (Director, Arabic Flagship Program, University of Maryland)
7. Letter 5: Colleen Fisher (Director, U.S. Commercial Service - Maryland)
8. Letter 6: Robert R. Patton (President & CEO, Patton Electronics Company & Chair, Maryland-DC District Export Council)
9. Letter 7: Peter Karenga (President and Architect, B360)

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Danette Boone, Senior Contract Administrator

Name and Title of Authorized Representative

Danette Boone

Signature

June 11, 2018

Date

Congress of the United States
Washington, DC 20510

June 5, 2018

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202


Dear Secretary DeVos:


We are pleased to support the University of Maryland and Robert H. Smith School of Business's recent application for funding under the Center for International Business Education and Research (CIBER) program.

The University of Maryland and the Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. Over the years, the University of Maryland and the Smith School have developed substantial resources and programs to benefit their varied constituencies. The objectives of their recent CIBER proposal are to help students and businesses be more competitive in the new era of globalization, succeed in emerging markets, and be prepared for the new technologies of the "fourth industrial revolution." Further, under this grant, the Center will continue to collaborate with other educational institutions, including minority serving institutions, to build capacity for international business. Addressing the needs of the students and faculty, and creating new learning opportunities for business, this proposed project will be of great value to Maryland, the region, and the nation.

We respectfully request that you give all due consideration to this application, in accordance with established policies and procedures. Thank you very much.


Sincerely,


Benjamin L. Cardin
United States Senator

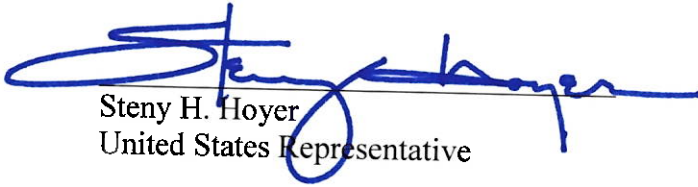

Chris Van Hollen
United States Senator



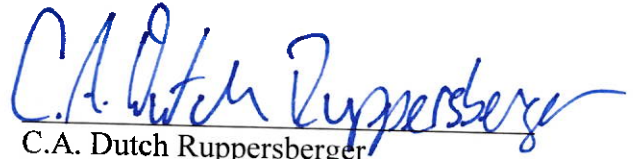
Anthony Brown
United States Representative



Andy Harris, M.D.
United States Representative



Steny H. Hoyer
United States Representative



C.A. Dutch Ruppersberger
United States Representative



Larry Hogan | Governor
Boyd Rutherford | Lt. Governor
R. Michael Gill | Secretary of Commerce
Benjamin H. Wu | Deputy Secretary of Commerce

May 24, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I want to express my strong support for the University of Maryland's proposal for continued funding, under Title VI Part B of the Higher Education Act, of the Center for International Business Education and Research (CIBER) housed at the Robert H. Smith School of Business. The University of Maryland and the Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. The grant award would help strengthen the international presence and competitiveness of Maryland businesses and serves a vital need for the State.

Over the years, the University of Maryland and the Smith School have developed remarkable resources and programs to benefit their varied constituencies. Resources and programs include the Maryland Global Consulting Program and the Export Management Bootcamp, both of which are programs that support the State's goal of increasing the number of Maryland companies that export through capacity building and advising for small and medium-sized Maryland companies.

The objectives of the Smith School's most recent CIBER proposal are to help students and businesses be more competitive in the new era of globalization, succeed in emerging markets, and be prepared for the new technologies of the "fourth industrial revolution." Further, under this grant, the Center will continue to collaborate with other educational institutions, including minority serving institutions, to build capacity for international business. Addressing the needs of students and faculty, and creating new learning opportunities for business, this proposed project will be of enormous value to the State and the National Capital Region.

The objectives of the Smith School's CIBER proposal are aligned with those of the Maryland Department of Commerce. We look forward to continuing to support the CIBER initiative overall in achieving its goals of business development and export promotion.

I appreciate your attention to this proposal and urge your favorable consideration.

Sincerely,

R. Michael Gill
Secretary of Commerce

National Headquarters
8415 Datapoint Drive, Suite 400
San Antonio, Texas 78229
210-692-3805 (voice) 210-692-0823 (fax)
www.hacu.net



May 23, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I am pleased to submit this letter in support of the University of Maryland and Robert H. Smith School of Business's application to the U.S. Department of Education to renew the funding of its Center for International Business Education and Research (CIBER) program. The University of Maryland and the Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. The objectives of their most recent CIBER proposal are to help students and businesses be more competitive in the new era of globalization, succeed in emerging markets, and be prepared for the new technologies of the "fourth industrial revolution."

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Today, HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain. Although our member institutions in the U.S. represent only 14% of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

Under the last grant cycle, the Robert H. Smith School Center for Global Business formalized a relationship with HACU to advertise and offer scholarships and programmatic opportunities to HSI faculty. In 2016, the Robert H. Smith School of Business supported 10 HSI faculty to participate in a Faculty Development in International Business (FDIB) program to Havana, Cuba. This FDIB resulted in an edited volume about U.S. business in Cuba and gave each faculty who participated an opportunity to publish. We look forward to continuing to work with the Robert H. Smith School of Business if this renewed funding is awarded to continue to support the development of HSI faculty.

I appreciate your attention to this proposal and urge your favorable consideration.

Sincerely,

John Moder
Senior VP/COO, Hispanic Association of Colleges & Universities



UNIVERSITY OF MARYLAND

OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

June 4, 2018

The Honorable Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

On behalf of the University of Maryland, I write with enthusiastic support for the proposal by our Robert H. Smith School of Business to renew funding for its Center for International Business Education and Research (CIBER). Over the past twelve years, our CIBER program has become a regional and national resource, actively engaging students, faculty, and staff with the global community and building numerous, enduring partnerships. This reflects our deep commitment to the program's success, including the 100 percent match of Department of Education funds.

CIBER's impact can be measured by the 25,000 students it has equipped with global business skills, the 4,600 who studied business abroad, and the 850 who went on to focus on global careers. CIBER also trained 5,600 industry professionals in international business and provided 200 of them with critical language skills. It produced 60 global business resources and consulted with 300 regional companies. Additionally, it has supported 1,100 faculty members.

With your continued support, CIBER aims to help students and businesses compete more effectively in international business, succeed in emerging markets, and prepare for the new technologies of the "fourth industrial revolution." It will also ensure continued collaboration with other regional colleges and universities, including minority-serving institutions, to build strength in their international business programs.

As the state's flagship and the highest ranked research institution in the national capital area, the University of Maryland is well-equipped to fulfill the goals and objectives set forth in our CIBER proposal. The initiative has the University's complete endorsement.

Sincerely,

Wallace D. Loh
President, University of Maryland

May 23, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202



THE LANGUAGE FLAGSHIP
Creating Global Professionals

Dear Secretary DeVos:

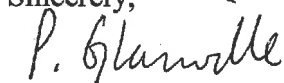
The University of Maryland (UMD) is committed to creating language learning opportunities across the curriculum that will actively engage its students, faculty, and staff in the global community. On behalf of the Arabic Flagship Program at the University of Maryland, I want to express my enthusiastic support for the Robert H. Smith School of Business proposal to renew funding for the Centers for International Business Education and Research (CIBER) program.

Our Arabic Flagship Program is one of only five in the nation with a mission to create the next generation of global professionals who speak Arabic at a professional level. Our Arabic Flagship Program offers many areas of study and a strong and vibrant community for Arabic learning. Over the years, the Smith School CIBER has developed remarkable resources and programs to benefit their varied constituencies including the Arabic Flagship Program, such as the development of an Arabic Business Language Course and a language scholarship to promote business students' participation with the opportunity to participate in the Flagship's Arabic Summer Institute.

The objectives of the Smith School's most recent CIBER proposal are to help students and businesses be more competitive in the new era of globalization, succeed in emerging markets, and be prepared for the new technologies of the "fourth industrial revolution." Further, continued funding will ensure that the Center is able to continue collaboration with the Arabic Flagship Program, the UMD School of Language, and other language programs, to provide students and international business professionals with foreign language education that will increase U.S. competitiveness globally and promote international, mutual understanding.

The University of Maryland is optimally positioned to achieve the important goals and objectives set forth in CIBER and will provide enormous value to the University. We look forward to working with the Smith School CIBER to continue to create new and improve upon recurring opportunities.

Sincerely,



Peter Glanville
Director, Arabic Flagship Program, University of Maryland

May 23, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I understand that the University of Maryland and the Robert H. Smith School of Business's Center for International Business Education and Research (CIBER) have applied for grant funding, under Title VI Part B of the Higher Education Act, and I wanted to provide additional information regarding their work with the U.S. Department of Commerce, International Trade Administration, Global Markets, U.S. & Foreign Commercial Service that might be of use in evaluating its application.

The U.S. & Foreign Commercial Service works to support U.S. companies to begin exporting or increase sales to new global markets, and the University of Maryland and the Robert H. Smith School of Business' CIBER strengthens the international presence and competitiveness of U.S. businesses. Given the overlapping missions, the U.S. & Foreign Commercial Service has worked closely with CIBER since 2017 to carry out complementary, coordinated and occasionally joint activities to provide area companies with trade education to help develop and increase their export capacity. Such activities have included curriculum development and execution for three Export Management Bootcamps and the establishment of the Maryland Partners in International Trade whose goal is to streamline the various Maryland-based trade resources for the ease of local businesses. These activities have supported increased U.S. exports, serving the national interest through increased U.S. competitiveness and job creation.

The objectives of the Smith School's CIBER proposal are aligned with those of our agency – to help increase U.S. exports - and we look forward to continuing to work with the CIBER in achieving our mutual goals of business development and export promotion.

Sincerely,



Colleen Fisher
Director, U.S. Commercial Service – Maryland

May 29, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

As the current chair of the Maryland-D.C. District Export Council (DEC), I want to express my strong support for the University of Maryland and the Robert H. Smith School of Business's proposal for continued funding, under Title VI Part B of the Higher Education Act, of the Center for International Business Education and Research (CIBER) program. The University of Maryland and the Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. The renewed funding would help strengthen the international presence and competitiveness of Maryland businesses and serves a vital need for the State, which is of particular interest to the DEC as we work to promote U.S. exports from Maryland and Washington, D.C.

Over the years, the University of Maryland and the Smith School have developed remarkable resources and programs to benefit their varied constituencies. The objectives of their most recent CIBER proposal are to help students and businesses be more competitive in the new era of globalization, succeed in emerging markets, and be prepared for the new technologies of the "fourth industrial revolution." Further, under this grant, the Center will continue to work with the DEC, USEAC, and other stakeholders in the international business ecosystem to provide area companies with trade education to help develop or increase their export capacity, and ultimately, serve national interests through increased U.S. competitiveness and job creation.

The objectives of the Smith School's CIBER proposal are aligned with those of the DEC and we look forward to continuing to support the CIBER initiative overall in achieving its goals of business development and export promotion.

I appreciate your attention to this proposal and urge your favorable consideration.

Sincerely,



Robert R. Patton
President & CEO, Patton Electronics Company
Chair, Maryland-DC District Export Council (DEC)

May 23rd, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I am pleased to submit this letter in support for the University of Maryland's proposal for continued funding, under Title VI Part B of the Higher Education Act, of the Center for International Business Education and Research (CIBER) housed at the Robert H. Smith School of Business. The University of Maryland and the Robert H. Smith School of Business are uniquely positioned to fulfill the goals of the CIBER program. The grant award would help strengthen the international presence and competitiveness of Maryland businesses and serves a vital need for the State.

Over the years, the University of Maryland and the Smith School have developed remarkable resources and programs to benefit their varied constituencies, such as the Maryland Global Consulting Program of which B360 was a client. Through this program, B360 gained real-world solutions through consulting from Smith School MBA students on how to expand into new international markets. The Smith School CIBER is important to Maryland companies looking to export and develop their international business capacity.

The objectives of their most recent CIBER proposal are to help students and businesses be more competitive in the new era of globalization, succeed in emerging markets, and be prepared for the new technologies of the "fourth industrial revolution." Further, under this grant, the Center will continue to provide international business training to students so that they are prepared to help B360 and other companies stay ahead of the technology curve and inform their international business strategy.

I appreciate your attention to this proposal and urge your favorable consideration.

Sincerely,



Peter Karenga
President and Architect, B360

Supplemental Materials #3

Meeting the Purposes of the Authorizing Statute

- I. Meeting the Statutory Purposes Identified by Congress
Table: Meeting the Statutory Purposes Identified by Congress
- II. Statutory and Permissible Activities CIBE Activities in Statute
Table: Mandatory and Permissible Activities
- III. The Robert H. Smith School of Business Academic Programs
 - 1. Undergraduate degree programs
 - 2. Graduate degree programs
 - a. Full-time MBA
 - b. Part-time MBA
 - c. Executive MBA
 - d. On-line MBA
 - e. Specialty Master's Programs
 - f. PhD
 - g. Dual degree programs
- IV. University of Maryland Foreign Language Programs
- V. Global Profile and Select Networks and Resources of the Smith School
- VI. Select International Business National and Regional Networks and Partnerships

Table 1: Meeting the Statutory Purposes Identified by Congress

		CIBE Activities	Statutory Purposes					
			S1	S2	S3	S4	S5	S6
Research	1	Digital trade and global data flows	✓		✓			
	2	Leading the World in AI	✓		✓			
	3	PhD international research awards			✓			
	4	CIBE country studies: edited volume book series	✓		✓			
Thought Leadership	5	Distinguished Speakers in International Business	✓			✓		
	6	Webinars on global business trends and new technologies	✓				✓	✓
	7	Executive in residence	✓			✓		
	8	Center for Global Business Annual Forum	✓			✓	✓	✓
Student Learning	9	Passport to Global Mindset Program				✓		
	10	International business externship program				✓	✓	
	11	Global internship program				✓		
	12	MBA emerging markets case competition				✓		✓
	13	UG international business case competition				✓		
	14	Internationalizing business curriculum through live cases				✓	✓	
	15	Maryland Global Consulting Program				✓	✓	
	16	MBA Faculty-Led Global Business Courses				✓		
	17	Expanding the undergraduate exchange program				✓		
	18	Undergraduate Global Showcase				✓		
	19	Curricular enhancements				✓		
	20	International business treks				✓		
	21	Summer language institute scholarships		✓		✓		
	22	Business language courses		✓		✓		
	23	Undergraduate minor in international business				✓		

FD	24	PDIB	✓		✓		✓
	25	Faculty sponsorships for PDIB/FDIBs	✓		✓		✓
Capacity building for business	26	SME IB and FL Development Program				✓	
	27	Foreign language training for industry professionals		✓		✓	
	28	National CIBE export and workforce development initiative	✓			✓	
MSI, CC outreach	29	Asset mapping initiative: MAPIT				✓	
	30	CIBE MSI consortium			✓		✓
	31	CIBE MSI & Community College consortium			✓		✓
	32	Co-sponsorships					✓

STATUTORY PURPOSES

- (SP1) Be national resources for teaching of improved business techniques, strategies and methodologies that emphasize the international context in which business is transacted;
- (SP2) Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- (SP3) Provide research and training in the international aspects of trade, commerce and other fields of study;
- (SP4) Provide training to students enrolled in the institution or combinations of institutions, in which a center is located;
- (SP5) Serve as a regional resource to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses; and
- (SP6) Serve other faculty, students and institutions of higher education located within their region.

Table 2: Mandatory and Permissible CIBE Activities

CIBE Activities			Mandatory Activities						Permissible Activities					
			A	B	C	D	E	F	A	B	C	D	E	F
Research	1	Digital trade and global data flows					✓							✓
	2	Leading the World in AI and other digital innovations						✓						✓
	3	PhD international research awards					✓	✓						
	4	CIBE country studies: edited volume book series					✓						✓	
Thought Leadership	5	Distinguished Speakers in International Business Series			✓	✓								
	6	Webinars on global business trends and new technologies			✓	✓								
	7	Executive in residence				✓								
	8	Center for Global Business Annual Forum			✓	✓								
Student Learning	9	Passport to Global Mindset	✓											
	10	International business externship program	✓											
	11	Global internship program	✓						✓			✓		
	12	MBA emerging markets case competition	✓			✓								
	13	Undergrad international business case competition	✓			✓								
	14	Internationalizing business curriculum through live cases				✓								
	15	Maryland Global Consulting Program	✓			✓				✓				

	16	MBA Faculty-Led Global Business Courses	✓						✓			✓		
	17	Expanding the undergraduate exchange program	✓						✓			✓		
	18	Undergraduate Global Showcase	✓											
	19	Curricular enhancements	✓											
	20	International business treks				✓								
	21	Summer language institute scholarships	✓							✓				
	22	Business language courses		✓										
	23	Undergraduate minor in international business		✓										
Faculty	24	PDIB			✓	✓	✓	✓	✓				✓	
	25	Faculty scholarships for PDIB/FDIBs				✓	✓						✓	
Capacity building for business	26	SME IB and FL Development Program			✓	✓								
	27	Foreign language training for industry professionals				✓								
	28	National CIBE export and workforce development initiative			✓	✓							✓	
	29	Asset mapping initiative: MAPIT			✓	✓								
MSI/CC	30	CIBE MSI consortium			✓	✓							✓	
	31	CIBE MSI & Community College consortium			✓	✓							✓	
	32	Co-sponsorships				✓							✓	

We follow the lettering in the statute (A-F) for mandatory and permissible activities.

III. The Robert H. Smith School of Business Academic Programs

1. UNDERGRADUATE PROGRAM:

Majors: (1) Accounting; (2) Finance; (3) Management; (4) Information Systems; (5) International Business; (6) Supply Chain Management; (7) Marketing; (8) Operations Management and Business Analytics.

Minors: (1) Business Analytics; (2) General Business; (3) Innovation and Entrepreneurship

Plus 1 Programs (Dual BS/MS programs):

1. Master of Finance
2. Master of Science in Accounting
3. Master of Science in Information Systems
4. Master of Science in Marketing Analytics
5. Master of Science in Supply Chain Management

Special Honors Programs:

1. Business Honors
2. College Park Scholars (CPS) - Business, Society and the Economy (BSE)
3. Smith Start
4. Quality Enhancement Systems and Teams (QUEST)
5. Innovo Scholars Consulting
6. **Fellows Programs:**
 - a) Accounting Teaching Scholars
 - b) Banking and Private Wealth Management
 - c) Emerging CFOs
 - d) Global Consulting Fellows
 - e) Information Technology and Business Transformation Fellows
 - f) Lemma Senbet Fund
 - g) Quantitative Finance Fellows
 - h) Social Innovation Fellows
 - i) Sophomore Finance Fellows
 - j) Strategic Design and Innovation Fellows
 - k) Supply Chain Management Fellows
 - l) Wall Street Fellows
 - m) Fellows at Shady Grove

Global Learning (Undergraduate)

Faculty-Led, Short-term Programs (travel in winter 2019):

Smith School faculty-led, short-term programs provide students with opportunities to apply a comparative international lens to their business education and professional career. They 3-credit courses led by faculty members and share a common framework: 1) prior to travel, an on-campus common core curriculum focusing on global mindset and global business acumen; 2) travel, including business and cultural visits and project-based learning; and 3) post-travel, including student presentations at Global Showcase.

Japan: From Quality Past to Automated Future

- Destination: Tokyo, Kyoto, Nagoya
- Dates: January 5-15, 2019

UK, France, & Italy: Accounting's Future, Present, and Past

- Destination: NYC, London, Paris, Florence, Rome
- Dates: January 2-21, 2019

South Africa: Social Entrepreneurship in the Contemporary South African Context

- Destination: Cape Town
- Dates: January 6-20, 2019

France and Morocco

- Destination: Casablanca, Nice
- Dates: TBA

Semester Programs:

Smith School students have to opportunity to spend a semester or year abroad earning academic credit toward their degree at UMD. They can choose one of three ways to enroll:

1. *University of Maryland Programs* (programs offering a variety of courses open to all UMD undergraduates)
2. *Smith School Exchange Programs* (opportunities to enroll as a visiting student at one of the School's 20 partner institutions; exclusively for business students)
3. *Affiliate or Other Approved Programs* (programs not directly affiliated with UMD that students might choose to apply to)

Summer Programs:

Students can get academic credit by interning for a company located abroad during the summer.

1. Global Internship Program (Summer 2018)

Students can earn 7 credits as they learn to navigate different cultural work environments on an 8-week internship. June - August 2018. Current locations include: Australia, Czech Republic, Hong Kong, Ireland, New Zealand, Singapore, Spain

2. Maryland Social Entrepreneur Corps (MSEC)

This 9-credit study and internship program teaches principles of social entrepreneurship through courses, case studies, discussions, and hands-on, practical experience. End-May to mid-July 2018. Current locations include: Ecuador and Guatemala

On-campus Programs

International Business Institute

The Institute is structured as a 3-credit course. Students will be exposed to companies and international organizations to complement global business lectures.

2. GRADUATE PROGRAMS:

- a. **Full-time MBA Program:** Our two-year, full-time MBA program is offered in College Park. The curriculum allows students to gain an integrative systems understanding of the required synergies among key functional areas that define a successful business organization, sophisticated analytical skills, strong communication skills, well-developed leadership skills, and an appreciation of the importance of globalization, ethics, entrepreneurship, and technology in today's business environment.
- b. **Part-time MBA Program - Weekend and Evening:** Our two-year, part-time MBA program is offered year round, with evening classes at sites in Baltimore, Shady Grove and D.C., and weekend classes in D.C.
- c. **Executive MBA:** Our 19-month Executive MBA program is designed for executives with eight to 10+ years of professional experience, and at least three years of management experience.
- d. **On-line MBA:** The online MBA program offers the same academic rigor and top faculty as the Smith campus-based programs with the added flexibility and convenience of remote learning.

Experiential Learning for MBA students:

Case competitions: Smith MBA Orientation Case Competition, CIBE Emerging Markets Case Competition (co-hosted by the Smith School Emerging Markets MBA Association and the Center for Global Business).

Global Learning for MBA students:

The Smith School's MBA international opportunities offer students the opportunity to earn academic credit for courses that include an international travel component.

Faculty-Led Global Business Courses

This portfolio of 4-credit courses is built around the frameworks for global strategy, global consulting, and cultural intelligence (CQ). Each course includes on-campus coursework before travel; business and cultural visits and micro-consulting projects abroad; and post-travel presentations. The portfolio for 2018-19 includes the courses below:

Brazil: Growth Opportunities in an Emerging Market

- Destination: Sao Paulo and Rio de Janeiro

China: Opportunities in China's Service Sector

- Destination: Guangzhou, Shenzhen, and Hong Kong

Japan & Singapore: Asia's Tigers Old and New

- Destination: Tokyo and Singapore

South Africa: Doing Business in South Africa: Country in Transformation

- Destination: Johannesburg and Cape Town

United Arab Emirates: Mega Projects Management in the United Arab Emirates

- Destination: Dubai and Abu Dhabi

Global Consulting Practicum for MBAs

The Smith School Global Consulting Practicum (GCP) is offered as a 4-credit independent study course to MBA students during their 2nd year or 3rd year. Enrolled students will be assigned to teams based on their interests and skill sets, and each team will be assigned a Smith School faculty advisor. An international business client will provide an actionable consulting project for which student teams will collaborate to develop and present an innovative, operational plan that will have the most significant impact and best possible outcome for their clients.

MBA Exchanges

The Smith School encourages MBA students who are able to fit a study abroad experience into their coursework to take advantage of this opportunity. Part-time MBAs are able to go after finishing the core courses, and full-time students are able to go abroad during the second year.

e. Specialty Master's Degree Programs: The Smith School offers one-year specialty Master's programs in the following areas:

- Master of Science in Business: Accounting
- Master of Finance

- Master of Science in Business: Information Systems
- Master of Science in Business: Marketing Analytics
- Master of Science in Business: Supply Chain Management
- Master of Science in Business: Business Analytics
- Master of Science in Business: Business and Management
- Master of Quantitative Finance

f. PhD. Programs: The Smith School offers a Ph.D. in Business and Administration with 8 areas of concentration:

- Accounting and Information Assurance
- Finance
- Information Systems
- Managerial Economics
- Operations Management/Management Science
- Marketing
- Organizational Behavior/Human Resource Management
- Strategic Management
- Supply Chain Management

g. Dual MBA/other Degrees: The Smith School offers dual degree programs with other schools at UMD and in the University of Maryland System, as below:

- MBA/JD Degree (Juris Doctor)
- MBA/MS Degree (Master of Science in Business Administration: Finance, Accounting, Information Systems, or Supply Chain Management)
- MBA/MPP Degree (Master of Public Policy)
- MBA/MSW Degree (Master of Social Work)

IV. University of Maryland Foreign Language Programs

School of Languages, Literatures and Cultures (<http://slc.umd.edu/>)

The School of Languages, Literatures, and Cultures seeks to investigate and engage with the linguistic, cultural, cinematic, and literary worlds of speakers of Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Russian, and Spanish, as well as questions surrounding language learning itself by offering extensive courses at undergraduate, masters and doctoral levels. Its 15 units are organized into 6 Departments (East Asian Languages and Cultures; French and Italian; Germanic Studies; Middle Eastern Studies; Russian; Spanish and Portuguese) and three independent programs (Central European, Russian, and Eurasian Studies; Film Studies; and Second Language Acquisition); 2 Centers (the Center for East Asian Studies; the Roshan Center for Persian Studies); the Language House Living-Learning Program, and the Summer Institute.

Degree Programs

<p>Undergraduate Degrees Offered (BA) – Students may seek undergraduate degree in the following programs</p>	<ul style="list-style-type: none"> • Arabic Studies • Central European, Russian, and Eurasian Studies • Chinese • Film Studies • French Language and Literature • Germanic Studies • Italian Studies • Japanese • Persian Studies • Romance Languages • Russian Language, Literature, and Culture • Spanish Language, Literatures, and Cultures
<p>Undergraduate Minors Offered – Minors in the College of Arts and Humanities offer students the opportunity to pursue a structured program of study in a field outside their major. Minors allow participants to broaden their skills and interests granting them official recognition of their expertise and achievements.</p>	<ul style="list-style-type: none"> • Arabic • Chinese • Chinese Studies • French Studies • German, Language, Literature, and Culture • Hebrew Studies • Italian Language and Culture • Japanese • Korean Studies • Persian Studies • Portuguese Language, Literatures, and Cultures • Russian Studies • Spanish Language and Cultures • Spanish Language, Business, and Cultures
<p>Undergraduate Certificate Offered</p>	<ul style="list-style-type: none"> • Certificate in East Asian Studies
<p>Business Language Courses Offered</p>	<ul style="list-style-type: none"> • Spanish Business Language 3rd Year • Spanish Business Language 4th Year • Chinese Business Language 3rd Year • Arabic Business Language 4th Year • French Business Language 3rd Year
<p>Graduate Degrees Offered – Students may seek a M.A. Degree in the following areas</p>	<ul style="list-style-type: none"> • Second Language Acquisition • German Literature and Language • French Language and Literature • Spanish and Portuguese Languages and Literatures <ul style="list-style-type: none"> ◦ MA Track in Hispanic Applied Linguistics
<p>Graduate Certificate Offered</p>	<ul style="list-style-type: none"> • Certificate in Second Language Acquisition
<p>PhD Programs - Students may seek a PhD in the following areas</p>	<ul style="list-style-type: none"> • Modern French Studies • German Literature and Language • Second Language Acquisition • Spanish and Portuguese Languages and Literatures

National Foreign Language Center (<http://nflc.org/>)

The National Foreign Language Center (NFLC) is dedicated to promoting a language-competent society by developing and disseminating information that informs policy makers. As a research institute of the University of Maryland, the NFLC works to define current and future language needs of the nation and helps build capacity to meet those needs.

Center for Advanced Study of Language (<http://www.casl.umd.edu/>)

Founded in 2003 as a Department of Defense university affiliated research center with a nationally recognized research staff, the University of Maryland Center for Advanced Study of Language (CASL), the Center collaborates with academia, the private sector, and the U.S. government to advance the nation's capabilities in language, culture, analysis, learning and human performance by producing independently validated solutions. CASL's overarching mission is to defend and protect our country by improving our language readiness and capabilities.

The Arabic Flagship Program (<http://slc.umd.edu/flagship/arabic>)

The Arabic Flagship Program at UMD is one of only five Arabic Flagships in the nation. Their mission is to create the next generation of global professionals who speak Arabic at a professional level and possess deep knowledge about the many cultures of the modern Middle East. The Flagship program combines intensive study in the US (both academic year and summer programs), with well-articulated periods of immersion overseas in Morocco

Persian Flagship Program

As the only Persian Flagship Program in the United States, the University of Maryland's Undergraduate Persian Flagship offers a state of the art language curriculum that aims to educate global professionals with superior command of Persian and a deep understanding of the life and cultures of the Persian-speaking countries of Iran, Afghanistan and Tajikistan. The program provides students with the opportunity to attain a professional level of proficiency (ILR 3 and above) while studying their major(s) of choice at UMD.

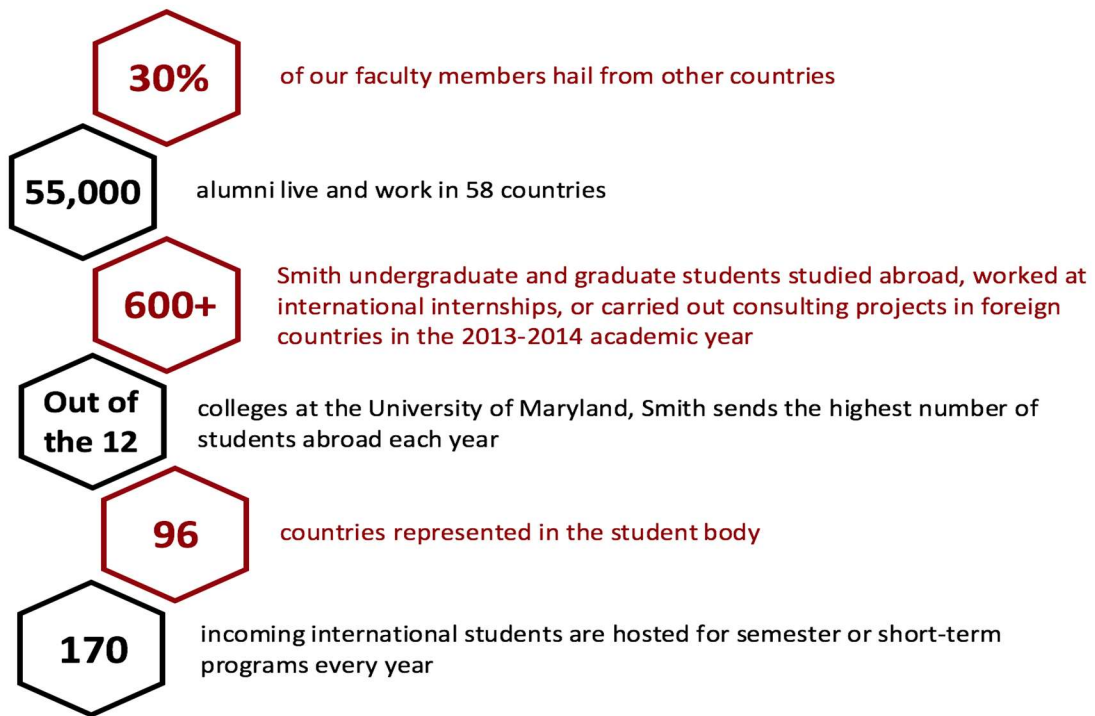
The Language House

The Language House Immersion Program, created in 1989, was the first living-learning program established at the University of Maryland. Open to sophomores and above (second-semester freshmen can be admitted only as exceptions), it provides students, who are serious about language learning, with the opportunity for daily language and cultural immersion in an organized study environment. Ten language clusters are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, Russian, and Spanish.

V. Global Profile and Select Networks and Resources of the Smith School

The Smith School is an internationally recognized leader in management and education research. The Smith School not only has an active and vibrant presence in the nation's capital but also is truly a global business school. The image on the next page shows all the countries around the

world with which Smith has engaged, interacted, or partnered in some way over the past few years and the numbers below that are a snapshot of Smith's global profile.





The Smith School builds opportunities for students and research all around the globe.

The Smith School maintains an active network of **international partnerships**.

Institutional Partners around the World	
Bocconi University	Shanghai Jiao Tong University
Cass Business School	Singapore Management University
Copenhagen Business School	SKEMA Business School
Guanghua School of Management, Peking Univ.	Solvay Brussels School of Management
HKUST	University of Hong Kong
IE University	University of International Business and Economics (UIBE)
Manchester Business School	University of Melbourne
National Taiwan University	University of Navarra
RMIT	Vienna University of Economics and Business
RMIT Vietnam	WHU

International Business Education Networks		
Network	Mission and Purpose	Sample of Schools in Network
<i>Global Business School Network</i>	Build management education capacity for the developing world.	MIT Sloan School of Management; Ghana Institute of Management and Public Administration; INSEAD; IMT Dubai; Nanyang Business School
<i>BisNet</i>	Provide a forum for top U.S. business schools with active, well established study abroad and international exchange programs.	University of Arizona; New York University; University of Pennsylvania; Washington University in St. Louis

VI. Select International Business National and Regional Networks and Partnerships

Much of the work of the Center is done in collaboration with partner organizations around the country. These partners help to connect the Center and CIBE programs with thought, policy, and business leaders to magnify the impact and reach of the grant funds. Some examples of the Center's primary partners are listed here.

Other Partner Organizations Around the Country	
Maryland Department of Commerce (MDOC)	Our CIBE partners with MDOC primarily through the Office of International Investment and Trade in offering the Maryland Global Consulting Program, Export Management Bootcamp, and the Asset Mapping project. (see articles, "Maryland Commerce Launches New International Trade Initiative, and "Maryland Commerce, University of Maryland Launch Maryland Global Consulting Program" in Supplemental #4).
MD – D.C. District Export Council (MD DEC)	In partnership with the MD-D.C. DEC, we work together to increase awareness and understanding of the importance of exports to the U.S. economy through education and outreach in the Maryland and D.C. region. (see flier, "Export Management Bootcamp for Industry Professionals," in Supplemental #4.)
U.S. Export Assistance Center Arlington (USEAC)	In partnership with USEAC Arlington, our CIBE provides thought leadership and export education programs to support small and mid-sized U.S. businesses to export their products and services in the Washington, D.C. metro area (see article, "Center for Global Business Host Fintech Discussion," in Supplemental #4).
U.S. Export Assistance Center Baltimore (USEAC)	In partnership with USEAC Baltimore, our CIBE provides export assistance programs to support small and mid-sized U.S. businesses in the Baltimore metro area. (see flier, "Export Management Bootcamp for Industry Professionals," in Supplemental #4).

CIBE Network

We have actively partnered with other CIBEs in organizing activities. We will continue to partner with other CIBEs and will contribute to their initiatives when interests coincide. For example, our CIBE has been a member of the Minority Serving Institution (MSI) consortium run through the GSU CIBE. Through this consortium, 11 CIBEs assist 14 HBCUs with faculty development abroad, grant writing, and pedagogical resource sharing activities. This has been the largest platform for CIBE collaboration and has created much goodwill among HBCUs, HSIs, and other MSIs.

Supplemental Materials #4

Materials on Significance and Project Design

In the narrative section we discussed how the significance of the project stems from its focus on the rise of global digital trade and disruptive new technologies such as AI, the unique resources and capabilities of the Smith School (arising from location and strategic prior investments and partnerships), and guiding design principles (“design for impact”). This section provides some supporting information.

1. Smith School CIBE National Impact by the Numbers
2. Resources and Capabilities of the University of Maryland and the Robert H. Smith School of Business
 - a. Rankings
 - b. Centers of Excellence
 - c. Conferences
3. Press releases/stories illustrating prior success of activities we are building upon
 - a. *Maryland Commerce Launches New International Trade Initiative*
 - b. *Maryland Commerce, University of Maryland Launch Maryland Global Consulting Program*
 - c. *Center for Global Business Hosts Fintech Discussion*
4. CIBE Country Studies Series: Cuba book cover and table of contents
5. Select resources on theme of the proposal

1. Smith School CIBE Impact by the Numbers



CIBER *at the University of Maryland*

MISSION

Advancing the U.S. ability to compete in a global marketplace and promoting international, mutual understanding - from right here in Maryland.

As a Title VI Center funded by the U.S. Department of Education, CIBER creates and supports opportunities in global business programming, thought leadership, research, foreign language and area studies, workforce development and exporting for Maryland companies.

BY THE NUMBERS

Since
2016

300



Regional companies impacted by export, consulting, and thought leadership opportunities

200



Business professionals and students equipped with critical language skills

25,000



Students equipped with global business skills

5,600



Industry professionals trained in international business

4,600



Students studied abroad in global business programs

1,100



Faculty supported to teach international business, language, and area studies

850



Students placed in global careers

60



Global business resources produced

Since
2006

Magnifying impact in
Maryland in partnership with



2. Resources and Capabilities of the University of Maryland (UMD) and the Robert H. Smith School of Business

Resources and Capabilities of UMD

Established in 1856, the University of Maryland is the flagship institution of the University System of Maryland and one of the nation's preeminent public research universities. It is considered a Public Ivy according to the Greene's Guides. The University of Maryland's proximity to the nation's capital has resulted in strong research partnerships with the Federal government. Many members of the faculty receive research funding and institutional support from agencies such as the National Institutes of Health, the National Aeronautics and Space Administration (NASA), the National Institute of Standards and Technology, and the Department of Homeland Security.

The University of Maryland, College Park, is a Carnegie Research-I University, Member Association of American Universities (AAU) and a member of the Big Ten Conference athletic league. The University of Maryland, College Park, is a major public research university located on 1,250 acres of rolling land on the Baltimore-Washington, D.C. corridor. It is the largest university in the state and the largest in the Washington Metropolitan Area. As the state's flagship university, the University of Maryland educates the most talented students from Maryland and beyond. The university is consistently ranked among the nation's best public universities and was recently named one of top "green universities" in the country. The institution has a \$1.9 billion operating budget, and secures more than \$500 million annually in external research funding. Also, in the past decade, our sports teams have won 16 NCAA national championships.

A global leader in research, entrepreneurship and innovation, the university is home to more than 38,000 students, 9,000 faculty and staff, 352,000 alumni, and 282 academic programs. Its faculty includes three Nobel laureates, two Pulitzer Prize winners, 60 members of the national academies and scores of Fulbright scholars. Most recently, Professor John C. Mather won the 2006 Nobel Prize in Physics and the late Professor Thomas C. Schelling won the 2005 Nobel Prize in Economics.

The University is ranked 61st in the 2018 U.S. News and World Report rankings of "National Universities" across the United States, and it is ranked 22nd nationally among public universities. Twenty-nine undergraduate and graduate programs are ranked in the top 10 and 90 programs are in the top 25. The Academic Ranking of World Universities compiled by the Shanghai Jiao Tong University ranked Maryland as 53rd in the world in 2017. The 2018 Times Higher Education World University Rankings placed Maryland 69th in the world. The 2018 QS World University Rankings placed Maryland 129th in the world. The university is recognized for its diversity, with underrepresented students comprising one-third of the student population.

The University of Maryland aspires to become one of the most globally connected universities in the world, and the Office of International Affairs (OIA) plays a leading role in realizing this ambition. OIA is in charge of coordinating international activities within the university's seven colleges and five schools, advancing a strategic plan for internationalization, fostering and nurturing international partnerships, as well as developing innovative programming for faculty and students that will facilitate their development as global leaders committed to the improvement of the common good.

The University of Maryland has more than 170 active partnerships across the globe. It sends more than 2,000 students abroad each year on a variety of programs that focus on global competence and professional development. And, it welcomes more than 4,500 international students and 1,500 international scholars to College Park each year.

Resources and Capabilities of the Robert H. Smith School of Business

The Robert H. Smith School of Business at the University of Maryland, College Park is an internationally recognized leader in management and education research. The school also has a presence at Shady Grove, Baltimore, as well as the Reagan International Building in Washington, D.C. The Smith School also offers an executive MBA program in Beijing, China.

With its main campus located in College Park, MD, eight miles from The White House, the university is a short drive or metro ride to the nerve center of leaders and thinkers who shape national and global politics, policymaking and business. Also, the school's ties to the nation's capital, a hub of opportunity for networking, experiential learning, internships and jobs, has resulted in strong partnerships with the Federal government. The stature of the Smith School has dramatically advanced over the last decade.

a. Rankings

PROGRAM RANKINGS	
UNDERGRADUATE PROGRAM RANKINGS	
<i>2018 U.S. News & World Report (2017)</i>	
#21 Undergraduate Programs (U.S.)	#19 Entrepreneurship
#8 Management Information Systems	#19 Management
#11 Undergraduate Program (Public Universities)	#21 Marketing
#12 Supply Chain Management/Logistics	
GRADUATE PROGRAM RANKINGS	
Master of Finance <i>Financial Times (2017)</i>	
#4 Master of Finance (U.S.)	On-line MBA <i>U.S. News & World Report (2018)</i>
	#9 Online MBA (U.S.)
Full-time MBA <i>Financial Times (2017)</i>	#4 Student Engagement
#25 MBA Program (U.S.)	
#52 Business School (World)	Research <i>Financial Times (MBA), 2016</i>
<i>Bloomberg Businessweek (2017)</i>	#23 In Research (World)
#40 MBA Program (U.S.)	<i>UT Dallas Top 100 Business School</i>
	#17 In Research (World)
Executive MBA <i>Financial Times (2017)</i>	
#10 Executive MBA Program (U.S.)	
Part-time MBA <i>U.S. News & World Report (2016)</i>	
#19 Part-time MBA Program (U.S.)	
#7 Information Systems	

b. Centers of Excellence at the Smith School

The Robert H. Smith School of Business has created a cluster of Centers of Excellence that serve as the intersection of scholarship and the marketplace, putting breakthrough research at the service of students and companies. Each of the centers immerses the students in complex and evolving marketplaces in which success depends on critical thinking, creativity and entrepreneurship. Each also helps companies put cutting-edge research into practice, driving innovation, entrepreneurialism and excellence at their organizations. The Center for Global Business has a history of collaboration with these valuable resources.

The *Centers of Excellence* include:

- Center for Health Information & Decision Systems (CHIDS)
- Dingman Center for Entrepreneurship
- Center for Complexity in Business (CCB)
- Center for Social Value Creation (CSVC)
- Center for Financial Policy (CFP)
- Center for Digital Innovation, Technology and Strategy (DIGITS)
- Center for Excellence in Service (CES)
- Center for Leadership, Innovation and Change (CLIC)
Supply Chain Management Center (SCMC)
- Center for the Study of Business Ethics, Regulation, and Crime (C-BERC)

c. Conferences at the Smith School

In addition to the conferences and events proposed here, the Smith School hosts the following that have reached regional, national, and international significance and impact. The Smith School CIBE will continue to work with the conference and event hosts to infuse more international content into them.

Annual Cybersecurity Forum: The Smith School's cybersecurity research is part of a wider university focus on cybersecurity issues, highlighted by the recent launch of the Maryland Cybersecurity Center. The Robert H. Smith School of Business and the School of Public Policy's partnered undertaking, the cybersecurity forum is intended to encourage the exchange of ideas among a small group of researchers and executives who share a common interest in issues related to financial information systems and cybersecurity.

Annual Frontiers in Service Conference: The Frontiers in Service Conference is considered by many to be the world's leading annual conference on service research. The conference is global and draws attendees from 25 countries around the world. It is sponsored by INFORMS, the American Marketing Association, and the Center for Excellence in Service at the University of Maryland, and is hosted by various organizations worldwide.

Annual Entrepreneurship Research Conference: Organized under the leadership of Professor Anil K. Gupta, this conference brings together some of the world's leading scholars in the field of entrepreneurship to share their research, ideas and thoughts on topics such as entrepreneurial cognitions and behavior, learning and entrepreneurship, entrepreneurial ecosystems, new venture business models and entrepreneurship in a global context. It is sponsored by the Kauffman Foundation and the Robert H. Smith School of Business.

3. Press releases/stories relevant to current proposal

The Smith School is the educational partner of MAPIT Initiative launched by Maryland Department of Commerce (MDOC). MDOC is also an active partner in our global consulting program. News releases for each by MDOC are displayed below. This partnership has been – and will be – central to the significance and magnitude of our outcomes.

News, Events & Documents

- + Press Room
- + Calendar
- + Document Library
- + MDBIZ News
- + Subscribe to Mailing List

Related Items

- › ExportMD Program

Maryland Commerce Launches New International Trade Initiative

MAPIT aims to boost exporting by Maryland companies

BALTIMORE, MD (December 14, 2015) – The Maryland Department of Commerce has launched a new international initiative aimed at boosting exporting by Maryland companies. The Maryland Partners in International Trade program, or MAPIT, will bring together key partners from local, state and federal government and academia to raise awareness of existing export promotion programs, facilitate greater access and usage of the state's ExportMD grant and FlexEx programs, and build new collaborative globally-focused programs.

"Last year, Maryland had record exports totaling \$12.2 billion and this new program will only help to grow the state's international footprint," said Governor Larry Hogan. "This means more jobs and more opportunities for Marylanders and Maryland businesses."

"As our economy becomes more competitive, it is critical to connect our businesses with every opportunity to engage in global trade," said Commerce Secretary Mike Gill. "Between the programs offered at the local, state and federal level, as well as those offered by key stakeholders, Maryland has a wealth of international trade resources. This program will bring all those resources together and help ease of process for businesses who want to market products and services overseas."

As part of the initiative, Maryland Commerce will provide training on existing export promotion programs to county economic development agencies and strategic partners, assist with developing marketing campaigns and host at least one export resource seminar in each county to connect with

News, Events & Documents

- + Press Room
- + Calendar
- + Document Library
- + MDBIZ News
- + Subscribe to Mailing List

Related Items

- › Expand to International Markets

Maryland Commerce, University of Maryland Launch Maryland Global Consulting Program

Program will pair students, faculty and Commerce trade experts with Maryland companies looking to grow globally

BALTIMORE, MD (May 12, 2016) – The Maryland Department of Commerce and University of Maryland Robert H. Smith School of Business have launched the Maryland Global Consulting Program to provide global consulting expertise to small Maryland companies. Smith students, both graduates and undergraduates, will provide the consulting services through the school's Center for International Business Education and Research (CIBER), a Title VI center funded in part by the U.S. Department of Education. Student teams will be supported by Smith faculty and international trade and investment experts at Maryland Commerce. The consulting engagements will identify new or expand existing international strategies for client companies and work to solve international business challenges.

"International growth in trade and investments is one of the great areas of opportunity for Maryland companies and our economy as a whole. Our cutting-edge technologies and products and highly-skilled workforce give Maryland the ability to play and compete on the world stage," said Maryland Commerce Secretary Mike Gill. "I could not be happier to forge this new partnership with the Smith School and bring together the bright and talented Smith students with faculty members and Commerce experts to give Maryland companies a leg up on their competition around the world."

"The Smith School is well positioned to contribute to the growth of the Maryland economy. Our student talent has a strong track record of working with global and local companies engaged in international trade to solve the challenges they face," said Alex Triantafyllidis, dean of the Robert H. Smith School of Business.

Related to the theme of this proposal, the Center organized a joint event with the U.S. Department of Commerce welcoming the Chief Fintech Officer of Singapore's Monetary Authority (Sopnendu Mohanty), the Chief Technology Officer of the World Bank (Lesley Goh), and others, on April 23, 2018 to discuss trending issues in Fintech and blockchain technologies while focusing on opportunities for U.S. firms in the Indo-Pacific region. The immense interest from industry, government, and international development agencies convinced us of the importance of our theme.



Join us on April 23rd to learn about **FinTech & Blockchain Technologies** and how **US companies** should approach the **Indo-Pacific Region**

The US Department of Commerce and the University of Maryland's Robert H Smith School of Business are excited to welcome **Chief FinTech Officer of Singapore's Monetary Authority, Mr. Sopnendu Mohanty**.

The discussion will cover topics such as the Global Trade Connectivity Network, initiatives between government and industry, developments in Distributed Ledger Technology, and Fintech opportunities across the ASEAN region.

Opening Remarks by Senior Commerce Official.



Afternoon Discussions:



Panel 1 - FinTech Opportunities in the Indo-Pacific

Speakers:

Mr. Sopnendu Mohanty, Monetary Authority of Singapore

Mr. Krishnan Venkatachalam, AIG/Blue Marble

Ms. Lesly Goh, World Bank Group

Dr. Nagpuranand Prabhala, University of Maryland (Moderator)



Panel 2 - Blockchain - Distributed Ledger Technologies effect on the Global Marketplace

Speakers:

Mr. Sopnendu Mohanty, Monetary Authority of Singapore

Ms. Isabelle Corbett, R3

Mr. Dylan Yaga, National Institute of Standards and Technology

Dr. Michael Faulkender, University of Maryland (Moderator)



Panels followed by Networking Opportunity

U.S. Department of Commerce | International Trade Administration

Cost:

- Free
- By Invitation Only

Date/Time:

Monday, April 23rd
2:00 - 5:00PM

Location:

University of Maryland's
Robert H Smith School of
Business Suite

Ronald Reagan Building &
International Trade Center -
Concourse Level

1300 Pennsylvania Ave NW
Washington, DC 20004

Email Your RSVP to:

Daniel Gaines
Sr. Int'l Trade Specialist
daniel.gaines@trade.gov



ROBERT H. SMITH
SCHOOL OF BUSINESS
CENTER FOR GLOBAL BUSINESS



INTERNATIONAL
TRADE
ADMINISTRATION

4. The CIBE Country Studies Series

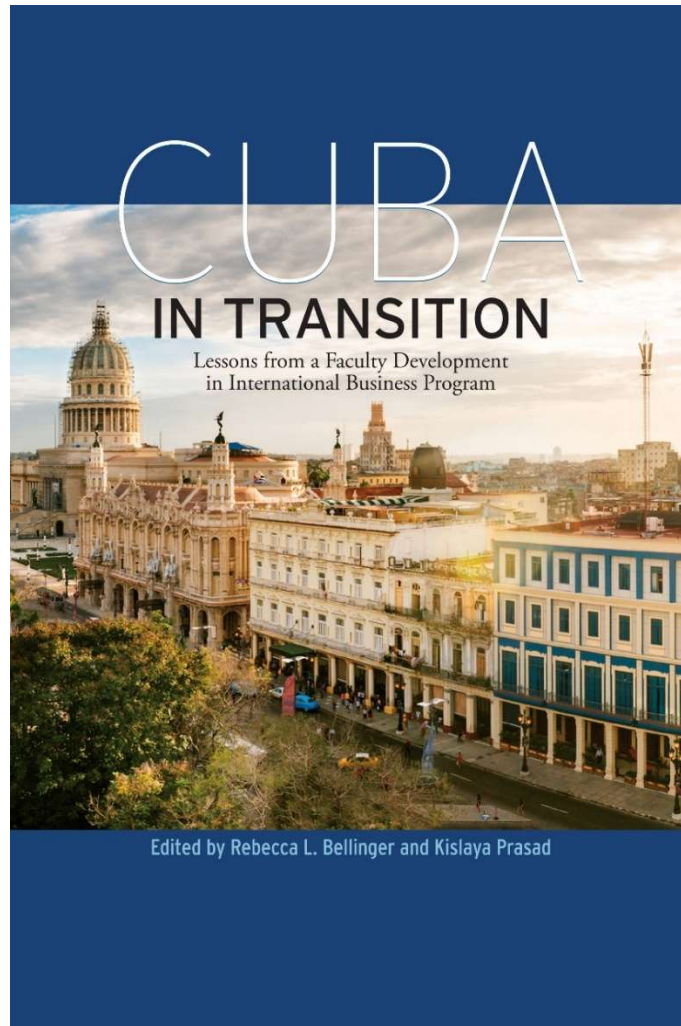


Table of Contents	
xi	About the Program <i>Rebecca L. Bellinger</i>
xv	Introduction <i>Kislaya Prasad, PhD</i>
1	On Examining the Limits of Information Jugaad: A Cuban Perspective <i>Anandavaram Gopal, PhD</i>
13	El Paquete Semanal: Cubans' Innovation in the Time of Scarcity <i>Mahmood Hussain, PhD</i>
27	Leisure, Paladares, and Remittances in Havana's "Big Sofa" <i>Hortencia Jiménez, PhD</i>
35	Drivers of Economic Growth in Cuba: Reforms or Business Education? <i>Rebecca L. Bellinger</i>
47	Conspicuous Consumers in Contemporary Havana <i>Hope Bastian, PhD</i>
53	Economic Development in Cuba: An Exercise in Magical Realism? <i>Karen Paul, PhD</i>
59	Cuba's New Housing Market <i>Katherine Pancak, PhD</i>
65	Cuba's Worker Cooperative Model <i>Kislaya Prasad, PhD</i>
73	Agricultural Productivity and Food Security in Cuba <i>Mohamed E. Hussein, PhD</i>
79	The State of Operations Management in Cuba <i>Richard Metters, PhD and Kathryn King-Metters, PhD</i>
83	Of Pears, Christmas Trees, and Holiday Visitors: <i>Morris Hamm, JD</i>
95	Cuban Culture: An Outsider's Perspective after a Brief Glimpse into the Cuban Economy <i>Travis White, MBA</i>
101	The Encounter <i>Dulce L. Peña, JD</i>

Cover Page and Table of Contents from the book on Cuba published in 2018. This will serve as the model for the **CIBER Country Series** for 2018-2022, an initiative that ten current CIBEs have committed to.

5. Select Resources on Theme of the Proposal

Susan Lund and Laura Tyson, “Globalization Is Not in Retreat: Digital Technology and the Future of Trade,” *Foreign Affairs*, May/June 2018.

McKinsey Global Institute, “Digital Globalization: The New Era of Global Flows,” McKinsey & Co., 2016.

U.S. International Trade Commission, “Digital Trade 1: Market Opportunities and Key Foreign Trade Restrictions,” USITC Publication 4716, August 2017.

The following are forthcoming:

Global Digital Trade 2: The Business-to-Business Market, Key Foreign Trade Restrictions, and U.S. Competitiveness

Global Digital Trade 3: The Business-to-Consumer Market, Key Foreign Trade Restrictions, and U.S. Competitiveness

Office of the US Trade Representative, “2018 Fact Sheet: Key Barriers to Digital Trade.”



Graphic showing rise of global digital trade and its implications (Source: MGI report, *op cit.*)

Supplemental Materials #5

Organizational Charts and Management Plans

1. CIBE Project Leads by Activity
2. Project Timelines
3. Center for Global Business/CIBE Team Organization Chart
4. Smith School Organization Chart

CIBE Project Leads per Activity

This chart indicates who will take on **primary responsibility for implementing each of the CIBE grant activities** proposed here. In some cases, the activities are complex enough to warrant multiple layers of responsibility. The CIBE project director and executive director will jointly maintain oversight over the CIBE budget and project evaluation. The CIBE assistant director and coordinator will be responsible for marketing, supporting, and reporting on all the activities.

		CIBE Project Director	Executive Director	Assistant Director CIBE	Coordinator
1	Digital trade and global data flows	x			
2	Leading the World in AI	x			
3	PhD international research awards	x			
4	CIBER country studies	x	x		x
5	Distinguished Speaker Series	x		x	x
6	Webinars on global trends		x	x	
7	Executive in residence	x	x		
8	Center for Global Business Forum	x	x	x	x
9	Passport to Global Mindset		x		
10	International business externships		x	x	
11	Global internship program		x		
12	MBA EM case competition		x	x	x
13	Undergrad IB case competition		x		x
14	Live cases		x		
15	MD Global Consulting Program		x	x	
16	MBA faculty-led global courses		x		x
17	Expanding undergrad exchanges		x		
18	Undergrad Global Showcase		x		x
19	Curricular enhancements		x		
20	International business treks		x		x
21	Summer language institute scholarships			x	
22	Business language courses			x	
23	Undergrad IB Minor	x	x		
24	PDIB	x	x	x	x
25	Faculty sponsorship for FDIBs	x		x	
26	SME IB and FL development		x	x	x
27	Foreign language training		x	x	x
28	National CIBE export initiative		x	x	x
29	Asset mapping initiative: MAPIT		x		x
30	CIBE MSI consortium		x	x	
31	CIBE MSI & CC consortium		x	x	
32	Co-sponsorships			x	

Project Timelines for each Proposed Activity

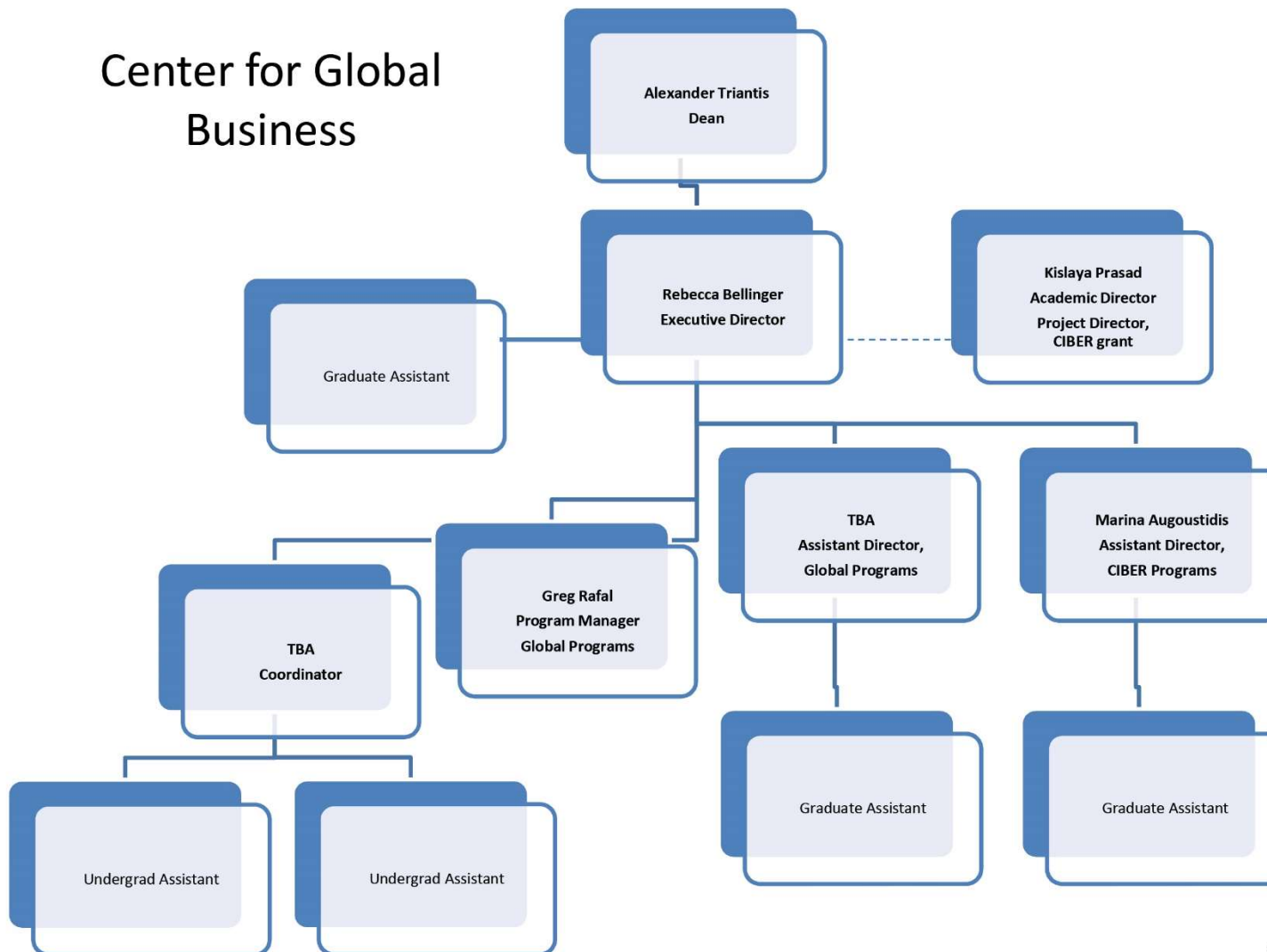
		2018-19			2019-20			2020-21			2021-22		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
1	Digital trade	P	L	E	L	E	L	L	E	L	L	E	L
2	Leading the World in AI	P	L	L	H	L	H	H	L	E	L	L	L
3	PhD research awards	L	E	L	L	E	L	L	E	L	L	E	L
4	CIBER country studies	L	L	L	P	E	H	P	L	L	P	E	H
5	Distinguished Speaker Series	E	E	P	E	E	P	E	E	P	E	E	P
6	Webinars on global trends	P	E	L	E	E	L	E	E	L	E	E	L
7	Executive in residence	P	H	P	H	H	P	H	H	P	H	H	P
8	Center for Global Business Forum	P	H	P	P	H	P	P	H	P	P	H	P
9	Passport to Global Mindset	P	H	L	P	H	L	P	H	L	P	H	L
10	IB externships	P	P	H	L	P	H	L	P	H	L	P	H
11	Global internships	L	P	E	L	P	E	L	P	E	L	E	P
12	MBA case competition	P	E	L	P	E	L	P	E	L	P	E	L
13	UG case competition	E	L	L	E	L	L	E	L	L	E	L	L
14	Live Cases	P	E	P	E	P	P	E	P	P	E	P	P
15	MD Global Consulting Program	E	E	P	E	E	P	E	E	P	E	E	P
16	MBA Faculty-Led Global Courses	P	E	L	P	E	L	P	E	L	P	E	L
17	Expanding UG Exchanges	L	L	P	L	L	P	L	L	P	L	L	P
18	UG Global Showcase	P	H	L	P	H	L	P	H	L	P	H	L
19	Curricular enhancements	L	L	P	L	L	P	L	L	P	L	L	P
20	IB treks	E	E	P	E	E	P	E	E	P	E	E	P
21	Summer language. Institute scholarships	L	P	E	L	P	E	L	P	E	L	P	E
22	Business language courses	L	L	P	L	L	P	L	L	P	L	L	P
23	UG minor in international business	P	P	P	P	H	L	L	H	L	L	H	L
24	PDIB	L	L	P	P	H	L	L	L	P	P	H	L

25	Faculty scholarships for FDIBs	L	E	L	L	E	L	L	E	L	L	E	L
26	SME IB and FL Development Program	E	E	P	E	E	P	E	E	P	E	E	P
27	Foreign language scholarships	E	E	E	E	E	E	E	E	E	E	E	E
28	CIBER export initiative	E	E	P	E	E	P	E	E	P	E	E	P
29	Asset mapping initiative	P	P	H	P	P	H	P	P	H	P	P	H
30	CIBER MSI consortium	L	L	L	L	L	L	L	L	L	L	L	L
31	CIBER MSI & CC consortium	P	P	P	P	P	H	P	P	P	P	P	H
32	Co-sponsorships	L	L	L	L	L	L	L	L	L	L	L	L

Key:

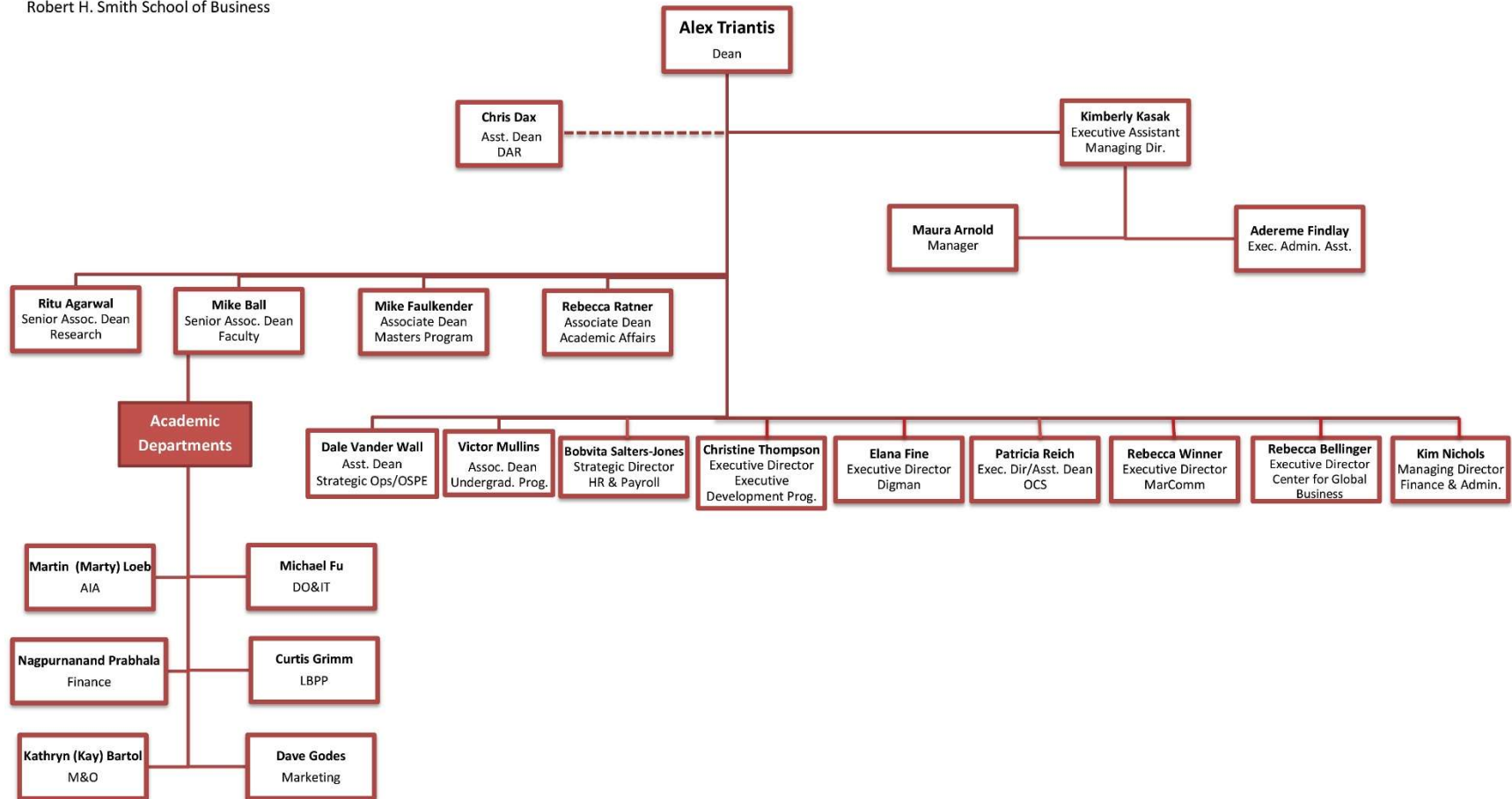
Substantial Planning	P
Principal Event/Activity	E
Highest Priority Event/Activity	H
Low Levels of Attention Needed	L

Center for Global Business



May 2018

Master Organizational Chart
Robert H. Smith School of Business



Supplemental Materials #6

Project Personnel Biographies

Marina Augoustidis

Assistant Director, CIBE Programs, Center for Global Business
Robert H. Smith School of Business, UMD

As the Assistant Director of CIBE programs, Marina helps to oversee all programs and activities funded in part by CIBE, a Title VI grant provided by the U.S. Department of Education. A priority of Marina's is to oversee multiple budgets that support the Center for Global Business' activities, report for the CIBE grant, and administer other priorities for the Center as necessary. Specifically, Marina implements the Center for Global Business Distinguished Speakers Series and thought leadership events around the theme of global mindset and emerging markets, case competitions, language opportunities for business students and executives, student consulting projects, professional development opportunities for faculty and industry professional. Prior to her work at the Smith School, Marina spent five and a half years at the Brookings Institution managing executive education programs for civil servants and those in the Senior Executive Service with Brookings Executive Education. After Brookings, she served the neuroscience trainee community through creating and managing professional development programs at the Society for Neuroscience. Marina received her Master's Degree in International Development from the University of Pittsburgh's Graduate School of Public and International Affairs and her undergraduate degree in History, also from the University of Pittsburgh.

Rebecca L. Bellinger

Executive Director, Center for Global Business
Robert H. Smith School of Business, UMD

Rebecca L. Bellinger is executive director of the Center for Global Business at the Robert H. Smith School of Business at the University of Maryland where she oversees the school's portfolio of student global learning programs on campus and abroad, international and government agency partnerships, Title VI CIBE and other grant activities, and strategic global initiatives. She concurrently serves on the Executive Committee of the Association of International Business Education and Research and the Maryland Department of Commerce ExportMD Grant Review Committee. In 2018, she was appointed to the Maryland-D.C. District Export Council for a four-year term. She is also contributor to the Career Coach column in the *Washington Post* and frequent writer for the Smith School's Brain Trust publication. Together with Dr. Kislaya Prasad, she is co-editor of and contributor to the 2018 book, *Cuba in Transition: Lessons from a Faculty Development in International Business Program*. Rebecca has been engaged in the field of international and global business education for over 15 years. She volunteers as an evaluator for the U.S. Department of State national scholarships administered by the American Councils on International Education, specifically the Future Leaders Exchange, and has been chosen several times to serve on review panels for the Critical Language Scholarship Program. She is also an active member of several professional associations, including NAFSA, NASBITE International, the Association of International Education Administrators. She holds a MA in political science from the University of North Carolina at Chapel Hill and the Certified Global Business Professional (NASBITE).

Gilad Chen

Robert H. Smith Chair in Organizational Behavior
Robert H. Smith School of Business, UMD

Dr. Gilad Chen is the Robert H. Smith Chair in Organization Behavior, at the University of Maryland's Robert H. Smith School of Business. He received his bachelor degree in Psychology from the Pennsylvania State University in 1996, and his doctoral degree in Industrial/Organizational Psychology from George Mason University in 2001. Prior to joining the Smith School, Dr. Chen was on the faculty at the Georgia Institute of Technology and Texas A&M University, and a visiting scholar at the Hong Kong University of Science and Technology, Technion, and Tel-Aviv University.

Dr. Chen teaches courses on a variety of organizational behavior, human resource management, and methodological topics. His research focuses on work motivation, adaptation, teams and leadership, with particular interest in understanding the complex interface between individuals and the socio-technical organizational context. He has won several research awards, including the 2007 Distinguished Early Career Contributions Award from the Society for Industrial and Organizational Psychology, and the 2008 Cummings Scholar Award from the Organizational Behavior Division of the Academy of Management. Dr. Chen is also an elected Fellow of the American Psychological Association, Association for Psychological Science, and Society of Industrial-Organizational Psychology. His research has appeared in such journals as the Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behavior, Personnel Psychology, Organizational Behavior & Human Decision Processes, and Research in Organizational Behavior. He is currently serving as Editor of the Journal of Applied Psychology, where he has previously served as Associate Editor. He is also an editorial board member of the Academy of Management Journal.

Zhi-Long Chen

Orkland Corporation Professor of Management Science
Robert H. Smith School of Business, UMD

Dr. Chen received his PhD degree in Operations Research from Princeton University in 1997. He is currently Orkland Corporation Professor of Management Science at the Robert H. Smith School of Business. Prior to joining the Smith School in 2001, Dr. Chen worked as an assistant professor of systems engineering at University of Pennsylvania for four years. His research interests cover supply chain scheduling, production and transportation operations, dynamic pricing, and optimization. Dr. Chen has conducted several NSF funded research projects on integrated production and distribution operations, coordination of dynamic pricing and scheduling, and transportation capacity planning. He is working closely with industry on several projects in the areas of dynamic pricing, ridesharing, and production and distribution operations. He is currently serving as an associate editor of Operations Research, POM, IIE Transactions, NRL, Networks, and Journal of Scheduling. Dr. Chen has taught a number of undergraduate, graduate, and executive courses on optimization, supply chain management, and operations management. He has received several teaching awards from the Smith School for his excellent teaching performance.

Wilbur Chung

Associate Professor, Logistics, Business & Public Policy
Robert H. Smith School of Business, UMD

Professor Chung teaches in the full-time and part-time MBA core. His research examines technology, agglomeration, and foreign direct investment. One stream of his research examines firms "knowledge seeking" activity and how this affects firms- location choice. The second stream examines the outcomes of location choice: how agglomeration affects firms- performance and how inward foreign direct investment affects host industries- competition and productivity. His research appears in Management Science, Strategic Management Journal, Journal of Economics and Management Strategy, Journal of Economic Behavior and Organization, Journal of International Business Studies, and Advances in Strategic Management.

Chung joined Maryland after two years at Wharton and five years at the Stern School at NYU. He completed his Ph.D. at the University of Michigan in 1997. His dissertation was a finalist for the Free Press Dissertation Award (Academy BPS division), Barry M. Richman Dissertation Award (Academy IM division), and the Farmer Dissertation Award (AIB). He also holds his M.S. in industrial administration and a B.S. in mechanical engineering from Carnegie Mellon.

Gary Cohen

Clinical Professor of Logistics, Business & Public Policy
Robert H. Smith School of Business, UMD

Gary is a Clinical Professor of International Business, Global Trade and Supply Chain Management. He has served as the Associate Dean of Executive Programs and was the founding Academic Director of the Master of Science program in Supply Chain Management. Gary has led Undergraduate, MBA and Executive MBA Consulting Projects in the U.S., Europe, South America and Asia, and has served as an Executive Coach in the Executive MBA program. Gary has won numerous teaching awards including the Top 15% Award, the Distinguished Teaching Award and is a two-time winner of the Krowe Award for Teaching Excellence.

Gary is a seasoned business professional with deep multidisciplinary experience working across numerous industry sectors. He is an expert in global trade, international business and trade relations, and has been interviewed globally in broadcast and print media regarding global trade and trade policy. Gary holds the NASBITE International credential of Certified Global Business Professional (CGBP). Gary held several senior executive positions in his corporate career, with a focus on strategic global sourcing, international distribution, logistics & transportation. He also has extensive experience in product development, marketing and sales. In his career, Gary led the successful launch of 3 start-ups and led the turnaround of the consumer division of a protective apparel firm. Gary served as president of two international distribution firms and executive vice president of a consumer products firm. Gary is a professionally trained and certified executive/leadership coach and business consultant. He holds the PCC certification from the International Coach Federation. He is a partner of Garrison Strategic Advisors and has worked with executives and organizations from numerous disciplines and industries, including Fortune 500 firms. Gary has consulted and coached for firms in the U.S., Asia and Europe. His work is in the area of strategy, entrepreneurship, and in all aspects of a firm's global value chain.

Martin Dresner

Professor and Department Chair, Logistics, Business & Public Policy
Robert H. Smith, School of Business, UMD

Martin Dresner's research focuses on two broad areas, air transport policy and logistics management. He has published papers in leading transportation and logistics journals, as well as journals in related fields, and has co-authored a book on supply chain management. Professionally, he is Series Editor for Research in Transportation Economics, and is active in several organizations, including the Air Transport Research Society and the Transportation Research Forum. He has testified before the House Aviation Subcommittee, and has worked on consulting projects for a number of organizations, including the Maryland Aviation Administration and the U.S. Department of Energy.

Dina A. El-Hefnawy

Senior Lecturer, Arabic Language
School of Language, Literature, and Culture, UMD

Dina El-Hefnawy received her B.A. in English Literature and Language from the English Department at the Faculty of Arts at Alexandria University in Egypt. She received an M.A. in Teaching English as a Foreign Language from the American University in Cairo. She immigrated to the US in 1985. From 1989 until 1999, Dina taught Arabic at the University of Pittsburgh in Pennsylvania. Dina has been teaching Arabic at the School of Languages, Literatures, and Cultures at UMD since January 2004. Dina has been teaching English and Arabic in Egypt, UAE and the US over the last 20 years. She now focuses on teaching Arabic as a foreign language. She encourages her students to communicate with each other in Arabic both inside and outside of class for extra practice.

Guodong Gao

Associate Professor & Co-Director, CHIDS
Robert H. Smith School of Business, UMD

Guodong (Gordon) Gao is an associate professor in the Decision, Operations and Information Technologies Department at the Robert H. Smith School of Business at the University of Maryland. His research interests include IT's impact on healthcare and innovation, and the transparency in service quality.

His paper has been published or accepted at leading academic journals like Management Science, Information Systems Research, Manufacturing & Service Operations Management, Journal of Management Information Systems, and MIS Quarterly Executive. He has presented extensively at various conferences like ICIS, WISE, INFORMS, CIST, AcademyHealth, AshEcon, and iHEA. His research has won several grants and best paper awards, including the National Science Foundation's CAREER Award. He received his B.S. in Electrical Engineering and B.A. in Economics from Tsinghua University in 1998, his M.B.A. from the Tsinghua and MIT Sloan Joint Program in 2000, and PhD in Information System and Economics from the Wharton School of University of Pennsylvania in 2005.

Brent Goldfarb

Associate Professor, Management & Organization
Robert H. Smith, School of Business, UMD

Dr. Brent Goldfarb is Associate Professor of Management and Entrepreneurship in the M&O Department at the University of Maryland's Robert H. Smith School of Business. Goldfarb's research focuses on how the production and exchange of technology differs from more traditional economic goods, with a focus on the implications on the role of startups in the economy. He focuses on such questions as how do markets and employer policies affect incentives to discover new commercially valuable technologies and when is it best to commercialize them through new technology-based firms? Why do radical technologies appear to be the domain of startups? And how big was the dot.com boom? Copies of Dr. Goldfarb's publications and working papers have been downloaded over 1200 times. His primary research areas include: Technological Entrepreneurship, Technological Change & Policy, Applied Econometrics, Industrial Organization, Economic & Business History, and Science Policy.

Anandasivam Gopal

Professor of Information Systems
Robert H. Smith School of Business, UMD

Anand Gopal is a Professor and Van Munching Faculty Fellow at the Robert H. Smith School of Business, University of Maryland. His research interests are broadly in technology platforms, contracts and entrepreneurship. He has specific projects in technology-based entrepreneurship, secondary markets for tech products, mobile platforms and healthcare. Prior to joining the Smith School, he spent two years with PRTM (later acquired by PwC), a strategy and operations consulting firm specializing in the high-tech sector.

Lawrence A. Gordon

EY Alumni Professor of Managerial Accounting and Information Assurance
Robert H. Smith School of Business, UMD

Dr. Lawrence A. Gordon is an internationally known scholar in the area of managerial accounting. His work focuses on such issues as performance measures, economic aspects of information security, cost management systems, the interface between managerial accounting and information technology, and capital investments. Dr. Gordon is considered to be one of the pioneers on the emerging field of cybersecurity economics. He is the author of more than 90 articles published in such places as The Accounting Review, Journal of Financial and Quantitative Analysis, ACM Transactions on Information and System Security, Journal of Computer Security, Journal of Accounting and Public Policy, Accounting, Organizations and Society, MIS Quarterly, and Communications of the ACM. He is also the author of several books, including Managing Cybersecurity Resources: A Cost-Benefit Analysis, and Managerial Accounting: Concepts and Empirical Evidence. In two comprehensive studies, Gordon was cited as one of the world's most influential/productive accounting researchers. He is Editor-in-Chief of the Journal of Accounting and Public Policy and serves on the editorial boards of several other journals. An award-winning teacher, Professor Gordon has been an invited speaker at numerous universities around the world.

Mary Harms

Clinical Associate Professor, Marketing
Robert H. Smith, School of Business, UMD

Mary B. Harms joined University of Maryland in 2001. She is an Associate Clinical Professor in the department of marketing, the program champion for the Strategic Design and Innovation in Marketing Undergraduate Fellows, founder of the Young Alumni Marketing Council, Academic Coordinator for marketing internships and the faculty advisor of MasTERPiece, the Smith School's fashion organization for undergraduates. Throughout her academic career, she has also taught courses in services marketing, integrated marketing communications, sales management, personal sales, global marketing and an honors seminar on creativity and leadership in business. In the past six years, she has led undergraduate business students abroad in the following courses: The Business of British Design and Culture, The Business of French and Dutch Design and Culture and the Business of Italian Design and Culture. In 2014 and 2015, she accompanied Smith students to Australia where she taught Global Marketing and coordinated their Australian internship experiences. She was awarded the Krowe Award for Teaching Effectiveness in 2006 and 2010, the Phillip Merrill Faculty Mentor Award in 2006 and 2011 and was the runner-up for the Smith School's Krowe/Legg Mason Teaching Enhancement Award in 2005. For 20 years, she was involved in several entrepreneurial ventures ranging from a vertically-integrated chain of active sportswear stores to a collection of four decorative home accessories boutiques. Both she and her late husband were recognized for their entrepreneurial accomplishments.

Hassan Ibrahim

Clinical Professor of Information Systems, Decision, Operations & Information Technologies
Robert H. Smith, School of Business, UMD

Dr. Ibrahim is a clinical professor who teaches courses in systems analysis and production management. Previously he taught at George Mason University and at Marymount College. Dr. Ibrahim's research interest is management of technology; especially the strategic applications of information systems to supply chain management. His research was published by APICS's Production and Inventory Control Journal and Harvard Business School. Ibrahim is on the editorial review board of the Journal of Operations Management. His primary teaching areas are: systems analysis and design, data communications, and operations management. He was nominated for the Outstanding Scholar of the Year Award in the Commonwealth of Virginia in 1996. He has worked for and consulted with a number of industry leaders including McDonnell Douglas, Phillips Electronics, and Siemens Medical Systems.

P.K. Kannan

Dean's Chair in Marketing Science
Robert H. Smith School of Business, UMD

P. K. Kannan is the Dean's Chair in Marketing Science at the Robert H. Smith School of Business at the University of Maryland. His main research focus is on marketing modeling, applying statistical and econometric methods to marketing data. His current research stream focuses on attribution modeling, media mix modeling, new product/service development and customer relationship management (CRM). He has received several grants from National Science Foundation (NSF), Mellon Foundation, SAIC, and PricewaterhouseCoopers for his work in this area and research papers have been published in Marketing Science, Management Science, Journal of Marketing Research, and Journal of Marketing. His research has also won the prestigious John Little Best Paper Award (2008) and the INFORMS Society for Marketing Science Practice Prize Award (2007). His research has also been selected as a finalist for the Paul Green Award twice (2008, 2014) and he has won the AMA/MSI Paul Root Award twice (2014, 2016).

Dr. Kannan is an Associate Editor for Journal of Marketing Research, and Journal of Marketing, a Senior Editor for International Journal of Research in Marketing and serves on the editorial boards of the Marketing Science, Journal of Service Research, and International Journal of Electronic Commerce. Dr. Kannan has served as the Chair for the American Marketing Association SIG on Marketing Research and is chairing the INFORMS Service Science section. He has corporate experience with Tata Engineering and Ingersoll-Rand and has consulted for companies such as Frito-Lay, Pepsi Co, Giant Food, Black and Decker, SAIC, Fannie Mae, and IBM.

Zeinab Karake

Clinical Professor, Decision, Operations & Information Technologies
Robert H. Smith, School of Business, UMD

Dr. Zeinab Karake is a lecturer of Information and Decision systems at the Smith School. Previously, she was Professor of Management and Information Systems in the School of Business and Management at the American University in Sharjah, UAE. She served as the Associate Dean of the School of Business and Management for five years (2000-2004). Zeinab is the author of more than 35 published articles, monographs, and reviews. She is also the author of five published books, among them *Organizational Downsizing*, *Discrimination*, and *Corporate Social Responsibility* (Quorum Publishers, New York, 1999), *Trust and Loyalty in Electronic Commerce: An Agency Theory Perspective* (Quorum, New York, 2002), and *The Diffusion of Electronic Commerce in Developing Economies*, which was co-authored with Sheikha Lubna Al Qasimi, UAE Minister of Economy and Planning (Edward Elgar Publication, December 2005). Zeinab is also the regional editor of Management Decision Journal. Zeinab is twice recipient of the International Excellence Award in Management (1995, 2002). At the First AUS Commencement Ceremony, Zeinab received the AUS Excellence in Service Award from his highness Sheikh Dr. Sultan Bin Mohammed Al Qasimi, Supreme Council Member, Ruler of Sharjah, Founder and President of the American University of Sharjah (2001).

Hui Liao

Smith Dean's Professor in Leadership and Management, Management & Organization
Robert H. Smith, School of Business, UMD

Dr. Hui Liao is the endowed Smith Dean's Professor in Leadership and Management at the University of Maryland's Robert H. Smith School of Business. Before joining Maryland, she was with Rutgers University and the University of Illinois at Urbana-Champaign. She received her Ph.D. with concentrations in Organizational Behavior and Human Resources from the University of Minnesota's Carlson School of Management, and her BA in International Economics from the Renmin University of China. Professor Liao's current research interests include leadership, service quality, high performance work systems, and organizational justice and inclusion. She has conducted field research in various cultural settings including the United States, Mainland China, Hong Kong, Taiwan, Japan, Europe, Singapore, South Korea, the UAE, and other cultural contexts, involving both small business and multinational companies' worldwide operations. Her work received the Academy of Management's Dorothy Harlow Distinguished Paper Award, was featured in the American Psychological Association's Press Releases, and has appeared in the field's top journals such as the Academy of Management Journal, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Organization Science, and Personnel Psychology. Professor Liao was honored with the 2012 Cummings Scholarly Achievement Award and in 2009 she was recognized with the Distinguished Early Career Contributions Award from the Society for Industrial-Organizational Psychology, and the Early Career Achievement Award from the Academy of Management's Human Resources Division.

Sunil Mithas

Professor, Decision, Operations & Information Technologies
Robert H. Smith, School of Business, UMD

Dr. Sunil Mithas is the Ralph J. Tyser Professor of Information Systems in the Robert H. Smith School of Business at the University of Maryland and the author of the books Dancing Elephants and Leaping Jaguars and Digital Intelligence: What Every Smart Manager Must Have for Success in an Information Age. He earned his PhD from the Ross School of Business at the University of Michigan and an engineering degree from IIT, Roorkee. Before pursuing his PhD, he worked for nearly ten years in engineering, marketing, and general management positions with the Tata group. Sunil is a frequent speaker at industry events for senior leaders. He has worked on research or consulting assignments with organizations such as Johnson & Johnson, Lear, A.T. Kearney, the Tata group, the Social Security Administration, and the U.S. Census Bureau. Sunil's research focuses on strategies for managing innovation and excellence for corporate transformation, focusing on the role of technology and other intangibles, such as customer satisfaction, human capital, and organizational capabilities. His research has appeared in premier journals, including Management Science, Marketing Science, Information Systems Research, MIS Quarterly, Journal of Marketing, and MIT Sloan Management Review. Some of this work has been featured in business publications such as Bloomberg, CIO, Computerworld, and InformationWeek. His papers have won best-paper awards and have received several best-paper nominations. He has also won the best reviewer award at an INFORMS conference.

Charley Olson

Professor of the Practice & Director, Business Honors Program, Logistics, Business & Public Policy

Robert H. Smith, School of Business, UMD

Professor Charles E. Olson is Visiting Associate Professor and Director of the Honors Program at the Robert H. Smith School of Business at the University of Maryland. From 1986 - 2000 he was president of Zinder Companies, Inc., a public utility consulting firm. Prior to joining Zinder Companies, Inc., Olson was president of Olson & Co., Inc. from 1980 - 1986. Dr. Olson was assistant and then associate professor of business at the University of Maryland from 1968 - 76. His Ph.D. is from the University of Wisconsin - Madison. Olson is a nationally recognized expert on the cost of capital to public utilities. He is also a recognized expert on all aspects of public utility regulation and energy economics. Olson has testified in several hundred utility cases in 50 jurisdictions. In this regard he has consulted for more than 100 utilities as well as industrial companies, state agencies, trade associations and environmental groups. Olson's current focus is on teaching managerial and macro economics to first-year MBA students at the Smith School as well as the undergraduate honors seminar. He also participates in several executive programs.

Kislava Prasad

Academic Director, Center for Global Business

Project Director, CIBE

Research Professor, Decision, Operations & Information Technologies

Robert H. Smith School of Business, UMD

Dr. Prasad received his Ph.D. in Economics and M.S. in Computer Science from Syracuse University. Previous positions include Professor of Economics at Florida State University and Research Officer at the University of Cambridge. He has also been a Visiting Professor in the Kellogg Graduate School of Management at the Northwestern University and in the Economics Department at New York University. His principal research focus is on the computability and complexity of individual decisions and economic equilibrium, innovation and diffusion of technology, and social influences on economic behavior. His research has been published in leading economic journals such as Journal of Monetary Economics, Journal of Mathematical Economics, International Journal of Game Theory, and Journal of Economic Dynamics and Control. His current projects include medical treatment variations and diffusion of technologies in medicine, complexity of choice under uncertainty, and experimental tests of contract theory.

Dr. Prasad's research has been funded by grants from the National Science Foundation. Dr. Prasad is also a Guest Scholar in the Economic Studies Program at The Brookings Institution, Washington, D.C.

Paulo Prochno

Associate Department Chair & Clinical Professor, Management & Organization
Robert H. Smith, School of Business, UMD

Paulo Prochno is a Clinical Professor at the University of Maryland's Robert H. Smith School of Business, and the Faculty Director for the DC evening MBA program. From 2010 to 2014, Paulo was the associate chair of the department. Prior to joining the Smith School faculty in the Fall of 2007, he had appointments at Fundação Dom Cabral, a top-ranked school from Brazil focused on executive education, and Ibmecc Business School, where he coordinated open enrolment executive programs. Dr. Prochno earned his Ph.D. in management from INSEAD, his MBA from Vanderbilt University and his B.Eng. in industrial engineering from the University of São Paulo. He has successfully taught strategy courses in Executive Development programs, MBA, M.Sc. and undergraduate programs, having won multiple teaching awards. In 2014, Paulo was elected for a 3-year term as representative-at-large for the Teaching Community of the Strategic Management Society. Dr. Prochno has written articles in the areas of knowledge management, organizational routines, cross-border management and manufacturing strategy, and has presented his research at national and international conferences. In 2003 he got the “Newman Award” from the Academy of Management, given for the best paper based on a recent dissertation. Additionally, through his consulting and executive education engagements he has helped major companies in Brazil to shape and disseminate their strategies and to foster innovation. His consulting and custom program clients include Petrobrás (energy), Telemar/Oi (telecommunications), Grupo Votorantim (industrial/financial conglomerate), Furnas (energy), Samarco (mining), Correios (postal services), and Grupo Santander (banking). Before venturing into academia, Dr. Prochno worked as an industrial engineer for companies in the packaging and textile sectors.

Gregory Rafal

Program Manager, Undergraduate Programs, Center for Global Business
Robert H. Smith School of Business, UMD

Gregory Rafal serves as a Program Manager at the Center for Global Business. In this role, he manages a portfolio of faculty-led, short-term study abroad courses for undergraduate students, advises students on semester study abroad opportunities, and manages various on-campus curricular and co-curricular programs. In addition to student advising and program management, Rafal is a member of the Smith School's Diversity Advisory Council, which functions to support, promote, and develop diversity initiatives at the School. Prior to his time at Smith Rafal worked in international student admissions and recruitment. He earned his MA in International Education and Training from American University.

Lemma W. Senbet

William E. Mayer Chair Professor of Finance
Robert H. Smith School of Business, UMD

Lemma W. Senbet is the William E. Mayer Chair Professor of Finance at the Smith School of the University of Maryland, College Park and Director of the Center for Financial Policy. He is also the incoming Executive Director of the African Economic Research Consortium (AERC). He has been an influential member of the global community of finance scholars for over 30 years. His chief research interests are in the areas of corporate finance, international finance, agency, and financial contracting. He has advised the World Bank, the International Monetary Fund, the United Nations, African Economic Research Consortium, and other international institutions on issues of financial sector reform and capital market development. He also served as an independent director for The Fortis Funds and currently is an independent director for The Hartford Funds.

Professor Senbet is internationally recognized for his widely cited contributions to finance, which have appeared in such leading academic journals as the *Journal of Finance*, *Review of Financial Studies*, and *Journal of Business*. He has published over sixty papers. The 1986 survey ranked him *third* among world-wide contributing authors to the *Journal of Finance* for the period 1976-1985. The 2005 *Journal of Financial Literature* survey cited him among the most prolific authors for a *half century* of contributions to the leading finance journals from 1953 – 2002 (ranked #26 among 5,811 world-wide contributing authors).

Debra L. Shapiro

Clarice Smith Professor of Management & Organization
Robert H. Smith School of Business, UMD

Debra L. Shapiro (Ph.D. Northwestern U) is the Clarice Smith Professor at the U of Maryland (UMD), formerly the Willard Graham Distinguished Professor at UNC-Chapel Hill where she was 1986-2003. Debra has led UNC's and MD's business schools' PhD Programs (as Associate Dean at UNC from 1998-2001 and UMD from 2008-2011). Debra's leadership also includes her being: Division Chair of The Academy's Conflict Management Division, Representative-at-Large on the Academy's Board of Governors and Chair of the Academy's Division/Interest Group Review Committee, AMJ Associate Editor, AMR guest co-editor, and member of the HR Division's Scholar Achievement Award Committee, the OB Division's Cummings Scholarly Achievement Award Committee and Social Events Taskforce, and many Academy-wide Committees (e.g., AMR Best Paper Award, Career Achievement Awards, Terry Book Award, Newman Dissertation Award). Debra studies strategies (negotiating, mediating, dispute-resolving) for facilitating fairness, positive work-related behaviors, and win-win agreements, especially in challenging situations (e.g., when employees resist change, perceive injustice, or have differing cultural values). Debra's work has won "Best Paper Awards" five times and is in ASQ, AMJ, AMR, AME, OBHDP, JAP, JPSP, JESP, JOB, Communication Research, several Handbooks (spanning negotiation, culture, and justice) and the OB Division's inaugural podcast series among other outlets. Debra is a four-time recipient of Best Paper Awards from the AOM's Conflict Management Division (in 1991, 1992, 1996, and 2007) and the 1999 recipient of the Best Empirical Paper Award from the International Association for Conflict Management. Debra has also published two books—"Managing Multinational Teams: Global Perspectives" (co-edited with Mary Ann Von

Glinow and Joe Cheng, published by Elsevier in 2005) and a forthcoming SIOP's 2012 Frontier Series (co-edited with Barry Goldman and published by The Psychology Press/Routledge), "The Psychology of Negotiation in the 21st Century Workplace: New Challenges and New Solutions." Debra received UNC's 1997 PhD Teaching Award and UMD's 2007 Krowe Teaching Award and is a Fellow of The Academy of Management, Society of Organizational Behavior, and the Ethics Resource Center. Debra's body of work, as of March 2018, has nearly 15,000 citation-counts on Google Scholar and has nearly 12,000 citation-counts on the narrower set of outlets tracked by the Web of Science. In her free time Debra enjoys sports, arts, philanthropic activities, and playing "mediator" to family members who support opposing sports teams.

Mark Wellman

Clinical Professor, Management & Organization
Robert H. Smith, School of Business, UMD

Dr. Mark H. Wellman is a Clinical Professor at the Robert H. Smith School of Business, and Director of the College Park Scholars Business, Society & Economy (BSE) program. Dr. Wellman is recognized for his innovative courses and his memorable, relevant experiences outside of the classroom. The three largest short-term global immersion programs at UMD are directed by him. The global immersion programs involve traveling to the United Arab Emirates, Southeast Asia, and Australia. As the faculty director for the programs, Dr. Wellman designs and organizes all aspects of the program including departure preparation, scheduling onsite visits, organizing logistics, administering the budget, and assisting students with cross-cultural training. Over 800 students have participated in his global immersion programs since 2009. Dr. Wellman was awarded the University of Maryland Brit Kirwan award for making exceptional contributions to the University, including transforming the College Park Scholars Business, Society and Economy program, developing innovative curricular and co-curricular learning experiences, starting the undergraduate management major and introducing global immersion programs. He also earned the Outstanding Faculty Educator Award. The award is presented each year by the Maryland Parents Association to honor a faculty member who demonstrates a deep commitment to providing an exemplary educational experience for students. He has also received numerous awards for teaching, including the Allen J. Krowe Teaching Excellence Award for his outstanding contribution to business education.

Susan White

Clinical Professor, Finance

Robert H. Smith, School of Business, UMD

Susan White is a Clinical Professor at the University of Maryland, College Park, teaching corporate finance for undergraduates and MBAs. She received her undergraduate degree from Brown University, MBA from Binghamton University and PhD in finance from the University of Texas, Austin. Her primary area of research is case studies, with cases and articles published in the Business Case Journal, CASE Journal, Case Research Journal, Journal of Financial Education, Journal of Financial Research, International Journal of Financial Education, a restructuring case book and personal finance collection.

Bennet Zelner

Associate Professor, Logistics, Business & Public Policy

Robert H. Smith, School of Business, UMD

Bennet A. Zelner (Ph.D., University of California, Berkeley, 2001) studies the strategies that firms use to manage the diverse political, social, and economic institutions they encounter when doing business abroad. Much of his research focuses on infrastructure industries recently subject to market-oriented reform—such as privatization, deregulation, and liberalization—and the challenges that such environments pose for private investors. Other projects focus on the role played by corporate groups—clusters of legally independent firms joined by multiplex economic and social ties—in Western Europe and the United States, and the comparative effects of national renewable energy policies on “green” innovation patterns in Western Europe. Professor Zelner’s research has been published in such journals as Administrative Science Quarterly, Strategic Management Journal, Academy of Management Review, American Sociological Review and Harvard Business Review.

Nat Ahrens

Director of China Affairs

Office of China Affairs, University of Maryland

Member, CIBE Advisory Council

Nathaniel Ahrens is Director of China Affairs for the University of Maryland. He is responsible for overall coordination of China relationships on campus, running the Office of China Affairs' training programs (formerly known as the Maryland China Initiative), and serving as a resource for faculty and staff at UMD. Ahrens is also executive director and founder of the American Mandarin Society, a non-partisan, non-profit organization composed of Americans who have studied, researched, and lived in Greater China - all whom have Mandarin capabilities and potential to become the future stewards of the bilateral relationship. Most recently Ahrens was deputy director and fellow with the Hills Program on Governance at the Center for Strategic and International Studies (CSIS), where he was in charge of development and also active in research. He was formerly an adjunct fellow with the Freeman Chair in China Studies at CSIS, where he focused on issues relating to China's trade, industrial policy, and innovation. In 2010 he was a visiting scholar at the Carnegie Endowment for International Peace, where his research focused on climate, energy, and sustainable development issues in China, as well as Chinese national innovation policy and government procurement. Ahrens also ran Golden Road Ventures Ltd., a business development and strategic advisory firm that provided expertise and support for projects in China. He was senior product manager and director of international sales for Intrinsic Technology and also founded Shanghai Pack Ltd., a luxury-brand packaging company based in Shanghai and Paris. Ahrens is a member of the National Committee on U.S.-China Relations, the Institute of Current World Affairs, and serves as a member of the Maryland-Anhui Sister State Committee. He holds a master's degree in public policy from the Johns Hopkins School of Advanced International Studies with a concentration in international economics, an A.B. from Vassar College, and studied at Beijing Language and Culture University.

Michael O. Ball

Senior Associate Dean & Dean's Chair in Management Science

Decision, Operations & Information Technologies

Robert H. Smith School of Business, UMD

Member, CIBE Advisory Council

Dr. Michael Ball is the Senior Associate Dean and Dean's Chair in Management Science at the Robert H. Smith School of Business at the University of Maryland. He also holds a joint appointment within the Institute for Systems Research (ISR) in the Clark School of Engineering. Dr. Ball received a BES in Engineering Science in 1972 and an MSE in Operations Research in 1972 from Johns Hopkins University and a PhD in Operations Research in 1977 from Cornell University. He worked for two years at Bell Laboratories and has had sabbatical appointments at the University of Waterloo and the University of North Carolina. He is former chair of the Decision Operations and Information Technologies Faculty Area within the Robert H. Smith School of Business and former chair of the Executive Committee of the Institute for Systems Research. He is currently Director of Research for the Smith School. Dr. Ball is area editor for transportation for Operations Research and is, or has been, associate editor for Networks, IEEE Transactions on Reliability, Operations Research, Operations Research Letters, Transportation Science and IIE Transactions. He is a member and fellow of INFORMS.

Brian Darmody**Member, CIBE Advisory Council**

Associate Vice President for Corporate and Foundation Relations
University of Maryland

Mr. Darmody steers the efforts of UMD to better align with internal resources for corporate partnerships and to expand outreach to corporations and foundations across the country. Darmody recently serve as Associate Vice President for research and economic development, where he was instrumental in launching the university's technology commercialization efforts and research park. He has established a strong reputation for providing support to the business community and developing federal and industry partnerships. His long career at the university also includes serving as legal counsel to the university, directing federal and state relations in the President's office and heading the University of Maryland Center for Applied Policy Studies.

Darmody serves on boards for the Maryland Venture Authority, Maryland Technology Council, Maryland Space Business Roundtable, Maryland Economic Development Association, and is co-chair of the City-University Partnership in College Park, Maryland. He is past president of the Association of University Research Parks, a board member of Frunhofer USA, and a member of the Network of Corporate Relations Officers.

He received his undergraduate degree from the University of Maryland and his Juris Doctor from the University of Baltimore.

Anil K. Gupta**Member, CIBE Advisory Council**

Michael D. Dingman Chair in Strategy and Entrepreneurship
Robert H. Smith School of Business, UMD

Dr. Anil K. Gupta is widely regarded as one of the world's leading experts on strategy, globalization and entrepreneurship. He is ranked by Thinkers50 as one of the world's "most influential living management thinkers" and has been named by The Economist as one of the world's "superstars" in a cover story on "Innovation in Emerging Economies." He is also one of only three professors to have been elected as a Lifetime Fellow of the three most prestigious academic bodies in his field – Academy of Management, Strategic Management Society, and Academy of International Business. Dr. Anil's newest book *The Silk Road Rediscovered: How Indian and Chinese Companies Become Globally Stronger by Competing in Each Other's Markets* (Wiley, 2014) will be published in April 2014. His earlier books include *Getting China and India Right* and *The Quest for Global Dominance*. He is a member of the World Economic Forum's Global Agenda Council on Emerging Multinationals and has also served on the boards of several NYSE- and NASDAQ-listed companies in the United States. Dr. Anil serves as a columnist for Bloomberg BusinessWeek, as a Contributing Editor for Chief Executive Magazine, and as a contributor to HBR.org. His opinion pieces have also been published in The Wall Street Journal, Financial Times, Chief Executive Magazine, Daily Telegraph, China Daily, Economic Times, and other outlets.

Anthony Nelson

Dean, School of Business
Bowie State University

Member, CIBE Advisory Council

Anthony C. Nelson is the Dean of the College of Business at Bowie State University. Dr. Nelson has over 20 years of higher education and corporate experience in the area of information technology. Prior to joining Bowie State University, he was the Dean of the College of Business at Grambling State University. He also taught information systems development courses at Grambling, the University of Missouri-St. Louis and the University of South Florida. He has held various systems development and project management positions with manufacturing firms such as National Steel, Inc., and Champion International Paper, Inc. and in the banking industry with Mellon Bank. Additionally, he has consulted with various corporations, city governments and local businesses to improve their business processes using computer solutions. He currently serves on the Board of Directors of the Central Maryland Chamber of Commerce, the Board of Advisors for Prince George's County High Schools Career Academies, the Montgomery County Public Schools Business Management and Finance Board of Advisors, the Board of Directors of the Bowie BIC (ex-officio member), and the Advisory Board for the Center for International Business Education and Research at the Robert H. Smith School of Business at the University of Maryland. Dr. Nelson also served the HBCU community as a past President of the HBCU Business Deans' Roundtable, where he worked with other HBCU Deans to significantly increase fundraising and strategic alliances with corporations. Dr. Nelson's academic credentials include a bachelor's degree in business management from North Carolina A&T State University, master and doctorate in business administration from the University of Pittsburgh, and a master in biblical studies from Dallas Theological Seminary. He is the founder and host of the Bottom Line TV program where he interviews business professionals about various business issues.

Robert Orr

Dean, School of Public Policy
University of Maryland

Member, CIBE Advisory Council

Dr. Robert C. Orr serves as UMD School of Public Policy dean, United Nations under secretary-general, and special advisor to the UN secretary-general on climate change.

Prior to joining the University of Maryland, Orr served as the assistant secretary-general for strategic planning in the Executive Office of the United Nations secretary-general from 2004 to 2014 and was the principal advisor to the secretary-general on counter-terrorism, peace building, women's and children's health, sustainable energy, food and nutrition, institutional innovation, public-private partnership and climate change.

Orr joined the United Nations from Harvard University where he served as the executive director of the Belfer Center for Science and International Affairs at the Kennedy School of Government. Prior to this, he served as director of the Council on Foreign Relations in Washington, D.C.

He has served in senior posts in the government of the United States, including deputy to the United States ambassador to the United Nations and director of global affairs at the National Security Council, where he was responsible for peacekeeping and humanitarian affairs. Orr is fluent in Spanish and Mandarin Chinese.

Kirstin Parsons

CEO

Learning Without Tears

Member, CIBE Advisory Council

Ms. Parsons started in retail before morphing into an educational publisher. She has 15 years in the education field. She has led a varied career and held roles in sales, marketing, business development, event management, inventory, planning, business analysis, HR and order entry. She became CEO of Handwriting Without Tears since 2011 after previously serving as Vice-President Sales, Marketing and Training.

Guy Pfeffermann

Founder, Chairman & CEO

Global Business School Network

Member, CIBE Advisory Council

In 2003 Mr. Guy Pfeffermann founded the Global Business School Network on the principle that skilled management is critical to successful international development. After 40 years as an economist at the World Bank, including 15 years as Chief Economist of the International Finance Corporation, he saw too often how lack of management talent was impeding economic and social development in communities throughout the developing world. Now as CEO of GBSN, which started at the IFC and is today an independent nonprofit, Guy oversees programs and events that harness the expertise and passion of a worldwide network of leading business schools to strengthen the institutions and educators who deliver management education for the developing world. GBSN's unique approach pairs a robust network of experts with efficient administration to build institutional capacity, foster collaboration and disseminate knowledge, all aimed at promoting management education that delivers international best practice with local relevance. Mr. Pfeffermann received his Licence en Droit et Sciences Economiques in Paris in 1962 and was awarded first prize, Concours General, a French national inter-university essay competition. He was a Besse scholar at St. Antony's College, Oxford from 1962-65 and received a B.Litt. (Oxon.) in 1967 for his thesis: "Industrial Labour in Senegal," which was also published as a book. He published "Paths out of Poverty – The Role of Private Enterprise in Developing Countries (IFC, 2000)." He is currently on the Advisory Board of the Association of African Business Schools (AABS).

Signe Pringle**Member, CIBE Advisory Council**

Managing Director, Office of International Investment
Maryland Department of Commerce

As a Managing Director of the Office of International Investment and Trade at Maryland Department of Commerce, Ms. Pringle is responsible for the State's international operations, including foreign direct investment attraction and export promotion. Prior to that, Ms. Pringle served as a Regional Manager for Europe, assisting Maryland companies with developing export markets for their products and services, attracting investment from Europe and managing the Maryland European Office in France. Ms. Pringle holds a Master's Degree in Public Administration from University of Baltimore, and a Bachelor's Degree in International Business, Banking and Accounting, from Estonian Business School and a certificate from the Copenhagen Business School in Denmark. Ms. Pringle is a Vice President of State International Development Organizations (SIDO) and serves on the boards of Eastern Trade Council (ETC), MD-D.C. District Export Council (DEC), Governor's Subcabinet on International Affairs, The FDI Frontlines Coalition, and the Center for International Business Education and Research (CIBE) at Smith School of Business at the University of Maryland.

Saul Sosnowski**Member, CIBE Advisory Council**

Professor of Latin American Literature and Culture
University of Maryland

Saúl Sosnowski holds a Ph.D. from the University of Virginia and directed the Institute for International Programs there from 2000 until 2011. A professor of Latin American Literature and Culture at the University of Maryland at College Park, he has chaired the Department of Spanish and Portuguese (1979-2000) and was Director of the Latin American Studies Center (1989-2009), which he founded in 1989. He is the author of *Julio Cortázar: una búsqueda mítica*; *Borges y la Cábala: la búsqueda del Verbo*; *La orilla inminente: escritores judíos-argentinos, Fascismo y nazismo en las letras argentinas* (with Leonardo Senkman), and over 80 articles; and the editor or co-editor of 17 volumes. Founder and Editor of the literary journal *Hispanamérica*, currently in its 43rd. year of continuous publication, he also serves on the boards of five scholarly journals. He co-directed two National Endowment for the Humanities institutes in México and Brazil.

At Maryland he directed the multi-year "Discovering the Americas" program (1987-1993). He obtained funding from the Rockefeller Foundation for Resident Fellowships (1988-1994), as well as additional institutional and individual research support from, among others, SSRC, ACLS, Fulbright, Rockefeller, USIA, and the U.S. Department of Education. Over the years he served on advisory boards for National Public Radio and the JCLAS (SSRC-ACLS), as a member on NEH, DIES, and ACLS panels, and on several literary and cultural award committees. In 1995 he launched the project "A Culture for Democracy in Latin America," and in March 2001, in Buenos Aires, "New Leadership for a Democratic Society." His lectures and publications for over a decade have centered on issues of civic education, democracy, conflict management and cultural politics with a focus on Latin America.

Jorge Urrutia

Founder, CEO and President
MSI Universal

Member, CIBE Advisory Council

Mr. Jorge Urrutia earned his Associate's degree from MC while working nights and attending college during the day. He subsequently earned a Bachelor's degree in civil engineering from the University of Maryland and a Master's degree in public administration from Harvard University. Currently, Mr. Urrutia is the CEO and President of MSI Universal, an Engineering consulting company he has grown into a multi-million-dollar business. Fluent in Spanish and English, Mr. Urrutia has been portrayed as a role model for the Hispanic Community by TV channels, several magazines, newspapers and radio stations. His message has always been that of encouraging education as a first priority for new immigrants. He also received the Milton F. Clogg Outstanding Alumni Achievement Award in 2002.

Leigh Shamblin

Professor of Practice and Director
Master of Global Innovation Management (MGIM) program
NC State Poole College Jenkins Graduate School

Leigh Shamblin is an accomplished international development professional, educator, and former USAID foreign-service officer with 20+ years of global leadership experience in education, international development, business performance, technology, and healthcare. Dr. Shamblin's achievements include providing a master's level business education for business and economics teachers in partnership with more than 300 universities throughout Central Asia, training over 4,000 small business owners and employees in business management and improvement in Kazakhstan, and helping Macedonia become the first wireless country in the world. She has served as Executive Director for the MBA Enterprise Corps at the Kenan Institute of Private Enterprise; Dean of the MBA program at the University of International Business in Almaty, Kazakhstan; Director of the Health and Education Offices for USAID in Macedonia and Jamaica; and, most recently, as Sr. Program Manager in charge of US support for Kenya programs for IntraHealth International in Chapel Hill, North Carolina. She has served as a CIBE evaluator for programs at four universities since 2008 and is also currently the Director of the Master of Global Innovation Management program at NC State. Dr. Shamblin has a doctorate in adult education from NC State, a master's in business administration from UNC, and a passion for innovation and empowerment.

Supplemental Materials #7

Budget Notes

Robert H. Smith School of Business
University of Maryland
CIBE Project

Budget Notes

We have made every effort to make sure that the costs budgeted for the Smith School CIBE project are reasonable and appropriate for the scale and scope of project objectives and the magnitude of likely benefits for our different constituencies. For each year, we are requesting 49% of the project cost from the U.S. Department of Education (i.e. with a 106% cost-share).

How costs are reasonable: CIBE will make use of facilities and resources available on the campus of the University of Maryland, College Park (UMD), and at Smith School's satellite campuses in Washington, D.C., Baltimore, and Shady Grove. Among *other significant contributors* are Smith School Centers of Excellence, the Office of Smith Programs and Events, and the Office of Marketing Communications. They have committed to the execution of the project and, as in the past, will be making significant manpower commitments. The latter two, in particular, have worked on organization and publicity for CIBE events. Other Smith School centers have helped with collaborative projects and whenever there have been manpower needs. Student volunteers – the Emerging Markets Association in particular – routinely help with logistics of events. These contributions are not identified in the budget, but these resources ensure the success of the project.

Some other costs, including supplies and travel, are included in the budget but at very low levels. We will also try and take advantage of discounts available from various vendors, such as early-booking travel discounts. Being present in a major metropolitan area – and because of the Smith School CIBE's growing reputation – our events (e.g. conferences) are large. Consequently, *per capita* costs are very reasonable.

Contributions by Partners: A project of this magnitude and significance cannot be undertaken with federal or UMD funds and resources alone. The Smith School CIBE project has the support of significant *partners* (companies, federal and state government agencies, professional and educational associations, embassies, etc.), several of which will commit funds to further support CIBE projects (see *Narrative* text for details).

Explanations

The Budget Narrative table, included with the application, presents the key assumptions and computations behind each budget item.

1. Federal funds are to be used primarily for extending U.S. capabilities in international business and to serve the needs of students, faculty, and external constituencies. Project costs reflect a high degree of economies of scale and scope. Since we are in a major metropolitan area, some costs (of hired facilities, for instance) tend to be high. This is offset by the fact that other costs (like international travel) tend to be low and that attendance at our events is large. This makes *per capita* costs very reasonable for the magnitude of benefit generated.
2. For the scale of activities, the total amount spent on Personnel is kept at very reasonable levels (the UMD share is approximately 65% of the total). A substantial fraction of salaries allocated for the CIBE project are to be borne by the Smith School and UMD for each project year. The percentage of effort, position title, and salary charged to the grant are detailed in the budget breakdown.
3. The student assistants will assist with the research portfolio of the grant and will be hired on an as needed basis at the hourly rate for students. There is no tuition remission for the graduate assistant in any year.
4. Per University policy fringe benefits are estimates, and actuals will be charged to the project. The fringe benefits are specifically identified to each employee and are charged individually as direct costs. Fringe benefits include: FICA, Retirement, Unemployment, and Health Insurance. Fringe benefits are computed at 16% for faculty academic months, 8% for faculty summer months, 30% for Assistant Director and Coordinator exempt staff, and 24% for Executive Director exempt staff.
5. Contractual expenses include payments to an independent external evaluation expert. Dr. Leigh Shamblin is an expert on program management and evaluation (with particular expertise in federal grants).
6. *Publicity* expenses include such costs incurred for the entire portfolio of CIBE-organized events, as well as publicity for CIBE programs among Smith School students and faculty, business executives, and at other universities, including MSIs and CCs.
7. *Supplies* are kept to the low annual amount of \$2,000. These include instructional materials such as reprints, published cases, pen drives, etc. for the business and educational outreach activities.

8. **Travel** for each activity is shown separately from other program expenses in the line-item budget, and will therefore be self-explanatory. CIBE staff travel will be to the annual fall CIBE meetings, to meetings organized by other CIBEs, and for developmental activities directly pertinent to the objectives of this proposal. Travel for all Thought Leadership initiatives is speaker travel to the College Park, D.C., or Baltimore campus of the Smith School. For Student Programs, travels costs are as follows:
- a. Passport to Global Mindset: Student travel on CIBE program as part of the award.
 - b. Internship and Externship: Student travel to the country of placement for the internship, and to the work location of the externship.
 - c. Undergraduate IB case competition: Student travel to the CIBE center hosting the challenge.
 - d. Live/Living Cases: Travel for company representatives to campus and for Office of Transformational Learning staff to the company.
 - e. Maryland Global Consulting Program: Travel of students and faculty advisor for on-site research abroad and/or to the clients' local headquarters.
 - f. MBA Faculty-led Programs: To partially defray travel expenses of faculty, enabling a reduction in program fees.
 - g. International Business Treks: Student travel to the city of the treks and between company visits during the program.

For faculty development initiatives, the PDIB travel is for Smith CIBE faculty or staff associated with the program to assess site visits and develop the programs. The faculty sponsorship is to help defray travel costs of faculty from MSI/CC and the Smith School who are selected for the Smith CIBE or another CIBE FDIB. Travel expenses for the National CIBE Exports and Workforce Development Initiative is (1) to support travel of participants to programs outside the area or (2) guest speakers participating in the delivery of the export bootcamp. Travel related to Capacity Building for MSIs and CCs is for travel to consortium events for Smith School faculty or staff who will be attending as contributors in the faculty development and other programs either at the MSI/CC or other CIBE school location.

9. All **Travel Expenses** are based on economy fares, utilizing early-booking discounts offered by airlines and hotels, and UMD's hotel and meal standards.
10. The federal share of travel expenses is budgeted to be in the \$70,000-\$75,000 range, which we believe is reasonable for the scale of activities.
11. More detail on travel is provided in the attached budget breakdown by activity.
12. The bulk of the program expenses are included in the "**Other**" category since there is no category within the federal budget form where individual program-expense items could be included. The line-item budget provides detailed **Program Expenses** by activity. These

represent all expenses other than travel, supplies, and personnel (for instance, fees to participate in CIBE organized programs, registration fees for conferences, fees for services, space rental, catering, etc.). Meals at meetings and conferences are only included for extended events and when the primary purpose of the event is the dissemination of information and skills development.

13. **Research:** The costs involved in the research projects (*Digital Trade* and *Leading the World in AI*) are for different purposes in the different years. These include honoraria to contributors, dissemination costs (including maintaining a website), preparation costs, editorial costs, and any publication-related costs. *Ph.D. Research Grants* expenses refer to one Ph.D. summer award. The CIBE Country Series book costs are to cover editorial costs, book preparation/printing costs, and dissemination costs.
14. **Thought Leadership:** The *Distinguished Speaker Series* and *Global Business Center Annual Forum* expenses include payments of honoraria and book purchases. In the case of the forum, rental of premises and equipment, and organizing costs (suitable to the scale of the event) are also included. The *Webinar* costs are for the production of high quality videos for reaching a national audience.
15. **Student Programs:** *Passport to Global Mindset* costs are for the creation or purchase of an e-portfolio to run the program and for scholarships and other incentives for students. *Externship* and *Internship* costs are for the development of training materials to prepare students before placement at companies. The *MBA Emerging Markets Case Competition* amounts are for awards to winning teams and some organizational costs. *Undergraduate international business case challenge* costs are for event sponsorship and team registration. The *Internationalizing business curriculum through live cases* expenses will be used to support the writing of cases and development of case materials. For *Exchange Programs*, funds will be used to support the development of pre-departure and virtual resources for student learning. For *Undergraduate Global Showcase*, funds will be used to cover the costs of running the event and student prizes. For *Curricular Enhancements*, funds will be used to develop advising guides. The *Summer Language Program* awards are scholarships to offset enrollment costs and on-campus housing expenses for students. *Business Language Course Development* costs are for the development and successful delivery of new business language courses and includes compensation for time and materials. *International Business Minor* costs are for the development of new courses and instructional materials for the new IB classes to be offered.
16. **Capacity Building for Business:** The *SME Foreign Language and IB Development Program* expenses will offset training and enrollment costs for area executives. The *Foreign Language Training* expenses are to provide scholarships to alumni and clients in consulting programs to take foreign language classes. The *National CIBE Exports and Workforce Development Initiative* costs are for design and delivery of Smith School-led programs. The *Asset Mapping:*

MAPIT expenses will cover the costs of developing and maintaining an online resource for export education, and for outreach efforts.

17. Capacity Building for MSIs and CCs: The *CIBE MSI Consortium* expenses are consortium fees that are used to organize a variety of faculty development workshops, student programs, and other events (detailed in the activity list). The *CIBE MSI and CC Consortium* expenses are the consortium fees for the new consortium. The pooled funds of the consortium members will fund the various activities for MSIs and CCs.

18. Indirect cost is limited to 8% for federal share and matching share.

Supplemental Materials #8

Evaluation Plan

1. Activity-wise Evaluation Approach
2. Samples of Activity Evaluation Survey and Reports
 - a. Global Consulting
 - b. FDIB
 - c. Forum
3. Sample Summary from Independent External Evaluator's Report

Required PMF Forms for GPRA Reporting are attached at end in Supplemental #9.

Activity-Wise Evaluation Approach				
Activity No.	Activity Name	Output/Deliverables	Desired Impact	Measurement and Performance Standards
1	Digital trade	Instructional materials such as cases, videos, PowerPoint decks, etc. that can be incorporated into curriculum.	Increased knowledge of digital trade, platforms, etc. among business faculty and students.	<ul style="list-style-type: none"> • Number of materials produced.
2	Leading the World in AI	Edited volume of AI and other disruptive technologies, and their impact on businesses.	Contribute to understanding of how the technologies affect US global competitiveness, and how companies can best leverage the technologies to be globally competitive.	<ul style="list-style-type: none"> • Book with high quality contributions by top scholars published.
3	PhD international research awards	Original research on international themes related to the functional area in which the dissertation is written.	Publication in top peer reviewed journal, and attracting more young scholars to work on global themes relevant for U.S. global competitiveness.	<ul style="list-style-type: none"> • Progression of research to working paper stage, and eventually to publication. • Student placement.
4	CIBE country studies	Research on diverse aspects of the economy and business environment of countries of PDIB program.	Improved understanding the economy and business practices of countries of FDIB programs, leading to better instruction about these countries.	<ul style="list-style-type: none"> • Two country-specific book volumes produced.
5	Distinguished Speaker Series	Talks by thought leaders from academia, business and policy worlds on global business trends and the impacts of technology on U.S. global competitiveness.	Improved understanding among faculty and students of topics on which the invited experts speak.	<ul style="list-style-type: none"> • Number of events • Attendance • Evaluation of 4 or better on a 5-point scale.
6	Webinars on global business trends	Videos and webinars that capture live thought leadership events and one-on-one interviews with business leaders on topics affecting their global business practices.	Improved understanding of global business trends among faculty, students, and industry professionals.	<ul style="list-style-type: none"> • Number of events • Views • Evaluation of 4 or better on a 5-point scale
7	Executive in residence	Distinguished executive interacts with students and mentors them in and outside the classroom setting, and contributes to the quality of the Center's programming by sharing insights.	Students become more knowledgeable about (1) the practical challenges of international business, and how to overcome them, and (2) how to build a career in this field. Interactions with faculty lead to more cases and other instructional materials.	<ul style="list-style-type: none"> • Number of guest lectures in classroom setting • Number of Center events attended
8	Center for Global Business Annual Forum	Annual conference that brings together policymakers, academics, industry, and	Increased awareness of cross-cutting nature of global trends in business among attendees.	<ul style="list-style-type: none"> • Attendance • Evaluation of 4 or better on a 5-point scale

		students to discuss topical issues in global business.		
9	Passport to Global Mindset	E-portfolio and student competition with international business roundtable and other incentives as prizes for winners.	Increased understanding of global mindset among students and increased participation in study abroad.	<ul style="list-style-type: none"> • Student participation in Passport program • Student participation in supporting events and study abroad
10	International business externships	New externship positions in international business functions of regional companies that export U.S. products and curriculum to prepare students for such positions.	Hands-on experience in international business for students and a pipeline of talent for companies hosting externships.	<ul style="list-style-type: none"> • Number of positions • Student participation • Evaluation of 4 or better on a 5-point scale
11	Global internships	New locations abroad for summer internships and program to prepare students for such positions.	Hands-on experience working abroad for students.	<ul style="list-style-type: none"> • Number of new locations • Student enrollment • Evaluation of 4 or better on a 5-point scale
12	MBA Emerging Markets case competition	Case competition for MBA students with a new case about doing business in emerging markets.	Increased student abilities to address complex business challenges in the context of emerging markets.	<ul style="list-style-type: none"> • Student participation • New case • Evaluation of 4 or better on a 5-point scale
13	UG case competition	Students participate in undergrad case challenge.	Increased student abilities to address complex international business challenges.	<ul style="list-style-type: none"> • Student participation • Evaluation of 4 or better on a 5-point scale
14	Internationalizing curriculum through live cases	New teaching materials (live cases) and increased number of courses with global content.	Increase in number of courses with global content; increase the number of students exposed to international content.	<ul style="list-style-type: none"> • Number of cases • Number of internationalized courses • Number of students exposed to cases
15	MD Global Consulting Program	Global consulting projects for MBA students with MD SMEs.	Actionable recommendations for SMEs to solve their global business challenges and increased student skills/knowledge in global consulting and international business.	<ul style="list-style-type: none"> • Student enrollment • Increased capacity of companies to export • Evaluation of 4 or better on a 5-point scale
16	MBA Faculty-Led Global Courses	Micro-consulting projects for MBA students that take place abroad.	Increased student skills/knowledge in global consulting and international business.	<ul style="list-style-type: none"> • Student enrollment • Evaluation of 4 or better on a 5-point scale

17	Undergrad exchanges	New locations for student exchange in emerging markets.	Increased exposure to and understanding of emerging economies among students.	<ul style="list-style-type: none"> • Number of new locations • Student participation. • Evaluation of 4 or better on a 5-point scale
18	Undergrad Global Showcase	Student poster competition presenting on themes of proposal learned about during study abroad.	Increased student knowledge of effect of new technologies in specific business ecosystems outside the US.	<ul style="list-style-type: none"> • Student participation • Evaluation of 4 or better on a 5-point scale
19	Curricular enhancements	Advising guides that catalogue courses at exchange partners related to content of Centers of Excellence and functional majors at School.	Internationalization of Centers and majors.	<ul style="list-style-type: none"> • Creation of guides
20	International business treks	Treks for undergrads to companies engaged in global business.	Expose students to new companies and career paths in global business.	<ul style="list-style-type: none"> • Student participation
21	Summer language program awards	Business students sponsored to participate in foreign language training.	Improve the foreign language skills of business students.	<ul style="list-style-type: none"> • Student enrollment
22	Business language course development	Two new business language courses at UMD.	Enhance business skills of foreign language students.	<ul style="list-style-type: none"> • Number of courses created • Student enrollment
23	Undergrad international business minor	Creation of a new undergrad minor in international business for non-business students.	Increased knowledge and skills in international business of non-business students.	<ul style="list-style-type: none"> • Creation of minor • Student enrollment
24	PDIB	Design and delivery of PDIB.	Expose faculty to doing business in a specific region of the world	<ul style="list-style-type: none"> • Faculty participation • Evaluation of 4 or better on a 5-point scale
25	Faculty sponsorships for FDIBs	Faculty sponsored to participate in FDIBs.	Expose faculty to doing business in specific regions of the world.	<ul style="list-style-type: none"> • Faculty participation
26	SME Development Program	SMEs sponsored to participate in thought leaderships, export training, and foreign language programs.	Increased knowledge of global business, export practices, and foreign language skills among regional business leaders	<ul style="list-style-type: none"> • Participation
27	Foreign language training for industry professionals	Business professionals sponsored to participate in foreign language training.	Enhance the foreign language skills of business professionals.	<ul style="list-style-type: none"> • Participation • Testimonials showing career impact
28	CIBE export initiative	Creation of export and trade education programs.	Increase capacity of U.S. businesses to export successfully, thereby growing economy and jobs in the U.S.	<ul style="list-style-type: none"> • Participation • Evaluation of 4 or better on a 5-point scale
29	Asset mapping initiative	Creation of a central online tool for export education and resources in Maryland.	Increase visibility and accessibility of export resources and increase number of Maryland companies that export.	<ul style="list-style-type: none"> • Creation of tool • Usage

30	CIBE MSI consortium	Student case competition and faculty development programs in international business.	Increase capacity for international business education at MSIs.	<ul style="list-style-type: none"> • Creation of programs • Participation
31	CIBE MSI & CC consortium	Faculty development and student programs for MSI and CCs partners.	Increase capacity for international business education at MSIs and CCs.	<ul style="list-style-type: none"> • Creation of programs • Participation
32	Co-sponsorships	Each activity is evaluated differently by host CIBE and discussed at the consortium level during Annual Meetings.		

Note: The evaluation methodology is discussed in the Narrative (see Figure 3). The output and impact are listed by activity. The key inputs affecting quality and key issues in the management of the implementation process are not listed here.

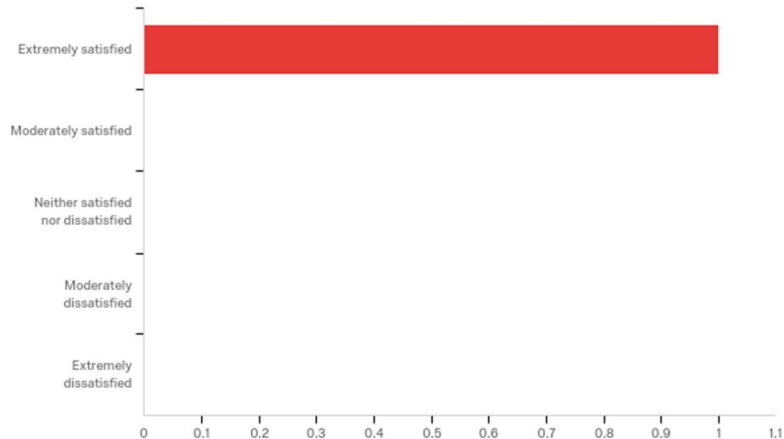
Maryland Global Consulting Program Client Evaluation

Timeframe: Immediately post program

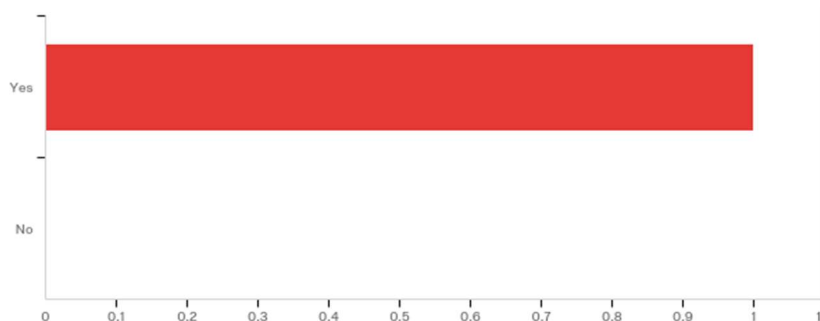
Client X

Sample evaluation questions

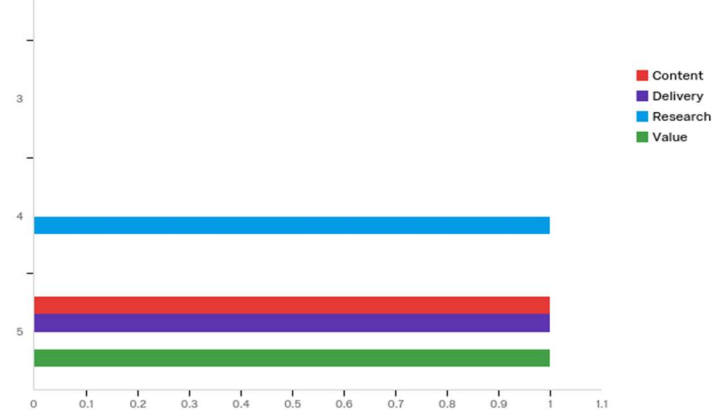
Q1 - Please tell us how satisfied Client X is with the overall experience of working with Smith School MBA consulting team. Please comment as necessary in the text boxes next to your response.



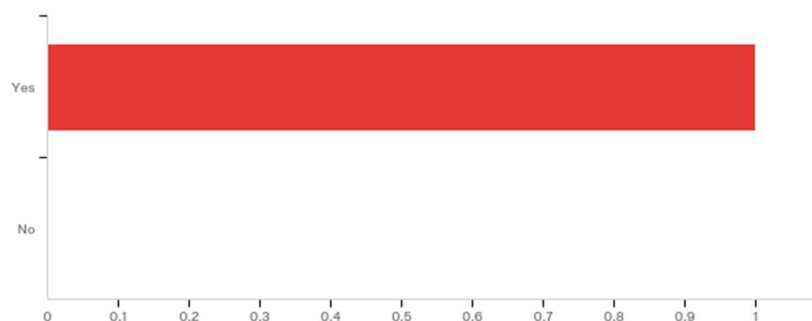
Q3 - In Client X's opinion, did the project team define the challenges of the projects correctly? Please comment as necessary in the text boxes next to your response.



Q2 - Please evaluate the project team's final deliverable on a scale of one (very low) to five (very high). Please comment as necessary in the text boxes next to your response.



Q4 - In Client X's opinion, did the project team use the correct processes and interview the appropriate contacts to solve the problem? Please comment as necessary in the text boxes next to your response.



Q5 - To what extent will Client X follow through with the project team's recommendations? (Written responses not included.)

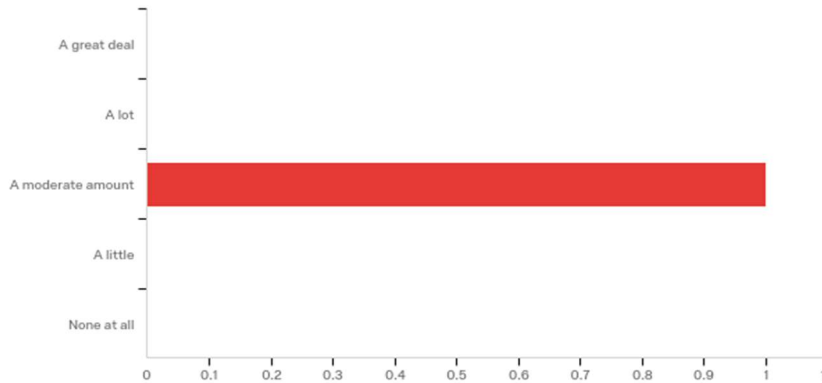
Maryland Global Consulting Program Client Evaluation

Timeframe: Six months to a year post program

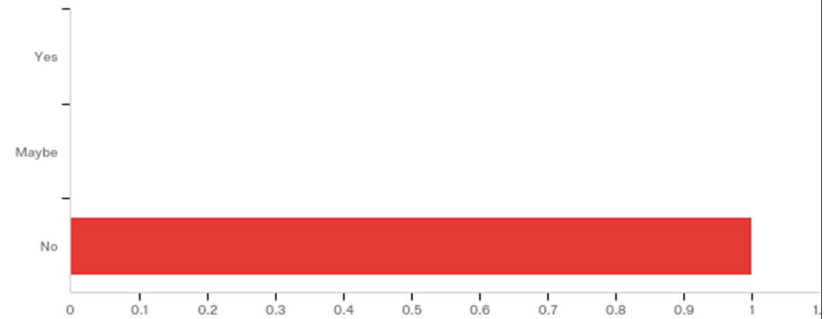
Client X

Sample evaluation questions

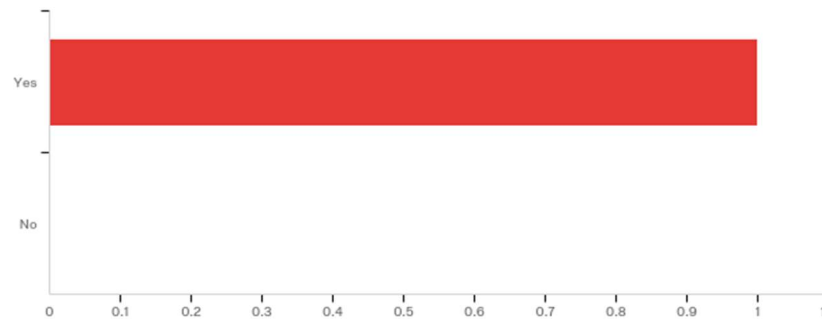
Q1 - Please indicate how impactful the Global Consulting Program has been to your company's global business strategy.



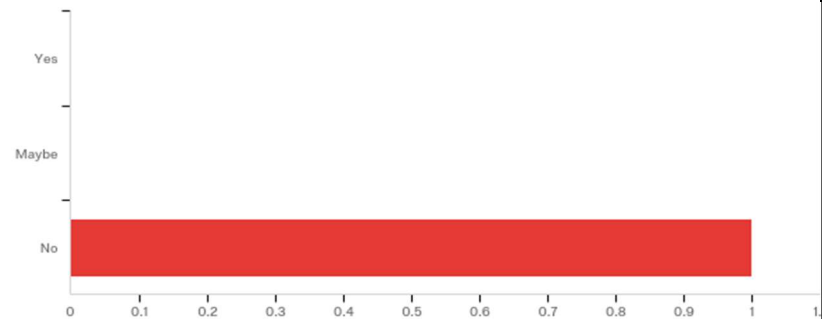
Q3 - Did the Global Consulting Program enable you to create jobs at your company? If so, how many?



Q5 - Since the Global Consulting Program ended, have you followed through with the student-provided recommendations? Please explain.



Q6 - Did the Global Consulting Program enable you to bring in export sales or increase export sales? If so, approximately how much?



Q2 - Please tell us how the program has impacted your company to conduct global business. (Written responses not included.)

Q4 - Please tell us how the Global Consulting Program enabled your company to create jobs to do business internationally.

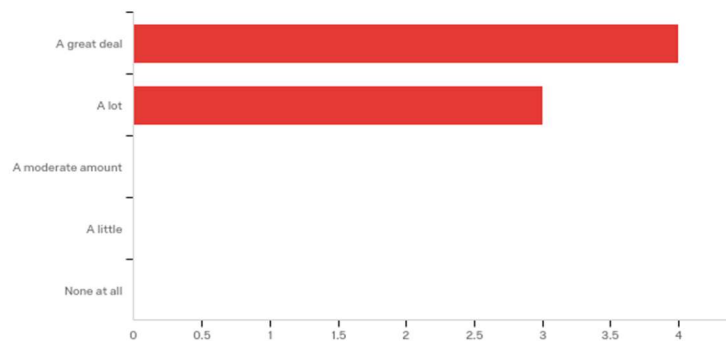
Q7 - Please tell us how the Global Consulting Program enabled your company to bring in export sales or increase export sales.

FDIB Participant Impact Evaluation

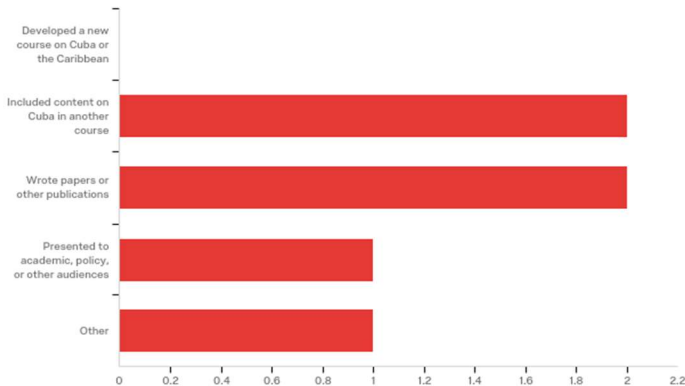
Timeframe: Six months to a year post program (Aggregate of all responses)

Sample evaluation questions

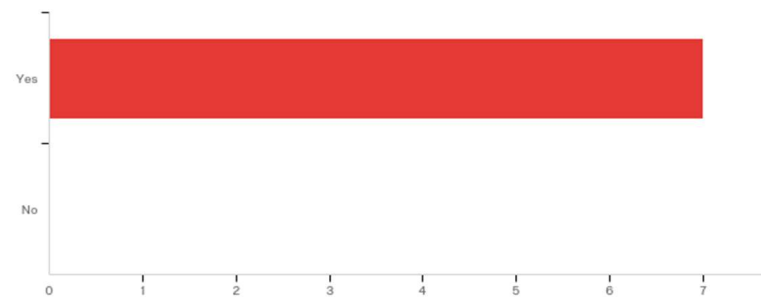
Q1 - Please indicate how impactful the FDIB Cuba program was to your teaching in international business.



Q4 - Please indicate what kind of resources you created from the information learned on the FDIB Cuba program in teaching international business (choose all that apply).



Q3 - Did the FDIB Cuba program enable you to teach new and/or improved content on doing business in Cuba and/or internationally?



Q2 - Please tell us how the program has impacted your teaching in international business.

Q5 - Please tell us in the chart below how many other faculty, students, and/or international business professionals have benefited from your resource creation and/or learning from the FDIB Cuba and what resources/activities they benefited from. If you have additional comments for each entry, please also include those comments here.

Written responses not included.



ROBERT H. SMITH
SCHOOL OF BUSINESS

CENTER FOR GLOBAL BUSINESS

EMERGING MARKETS FORUM 2018

Conference Evaluation

1. Please identify your affiliation with the Smith School:

- A. Alumnus of Smith
- B. Current student of Smith or UMD
- C. Current staff or faculty of Smith or UMD
- D. Industry professional
- E. Alumnus of University of Maryland
- F. Current student at another university
- G. Current faculty/staff at another university
- H. Other, please specify: _____

2. Please indicate your overall satisfaction with this conference.

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Rating					

Additional Comments:

3. On a scale of one to five, one being the lowest and five being the highest, please indicate how this conference impacted your level of knowledge of trends in international business and emerging markets.

Level of Impact	Highly Impactful	Impactful	Neutral	Somewhat Impactful	Not Impactful
Rating					

Additional Comments:

4. Do you feel the conference has increased your understanding of the opportunities and challenges of the U.S. doing business in Sub-Saharan Africa?

Circle: YES / NO

Additional Comments:

5. Please indicate your overall satisfaction with the venue and organization of the conference:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Registration Process					
Communication					
Venue					
Food & Beverage					

Additional Comments:

6. How did you hear or learn about this conference?

7. What other topics related to emerging markets would you be interested in learning about in next year's Emerging Markets Forum?

8. Please specify the main reason for attending this conference:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Content | <input type="checkbox"/> Industry Knowledge |
| <input type="checkbox"/> Networking | <input type="checkbox"/> Career Growth in International Business |
| <input type="checkbox"/> Speakers | <input type="checkbox"/> Other _____ |

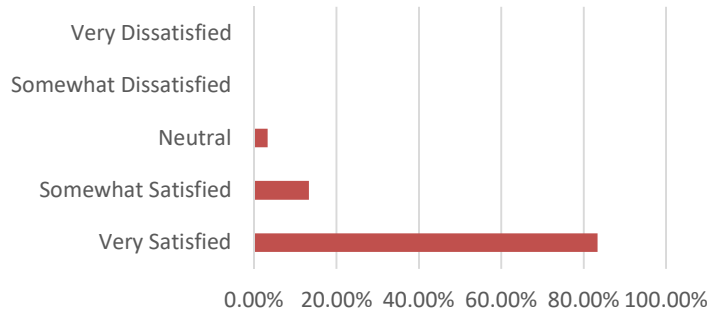
9. Additional Comments:

Thank you for your feedback.

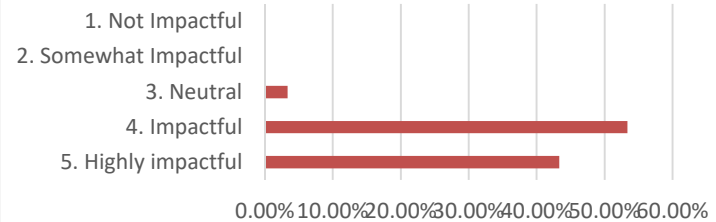
Emerging Markets Forum

Responses to content questions

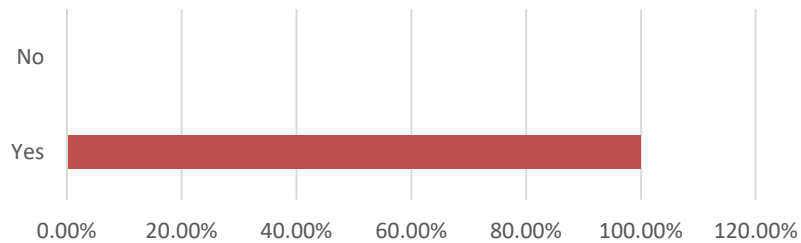
Please indicate your overall satisfaction with this conference.



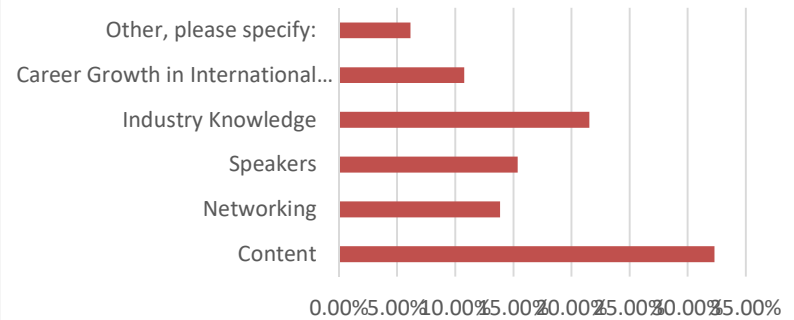
On a scale of one to five, one being the lowest and five being the highest, please indicate how this conference impacted your level of knowledge of trends in international business and emerging markets.



Do you feel the conference has increased your understanding of the opportunities and challenges of the U.S. doing business in Sub-Saharan Africa?



Please specify the main reason for attending this conference:



Summary of Independent Evaluator's Report (2017)

In February 2017, the Smith CIBER hired Dr. Leigh Shamblin to conduct an external evaluation of its performance in years one and two of the new grant period. The objectives of this evaluation were to a) determine the extent to which the CIBER is continuing to achieve its project/programmatic objectives, as well as b) examine how CIBER continues to support and be integrated into the Smith School, especially given its anchor in the Office of Global Initiatives. Results show that the Smith CIBER continues to be a vibrant and crucial actor in the Smith School of Business, providing a major source of support for globally-focused courses and activities for students, faculty and area businesses alike. The CIBER is now so well anchored in the Office of Global Initiatives that many respondents for this evaluation had difficulty distinguishing the roles of OGI and CIBER.

As in previous years, the Smith CIBER continues to perform well in meeting the both the mandates of its CIBER grant and contributing positively to the Smith School. Internal and external respondents used words like “amazing” and “wonderful” to describe how well the OGI/CIBER team is performing across the broad spectrum of activities the team leads and supports. OGI/CIBER administrators are understandably proud of all that their teams have accomplished with CIBER support since the beginning of the new grant. They are also pleased that the team has overcome some of the bandwidth challenges faced in earlier grant periods and is now “fully staffed and operational.”

CIBER's support for student learning continues to be very strong and leverages OGI/CIBER's financial and human resources well. In the first two years of the grant, the CIBER has organized or supported an increasing number, type (didactic and experiential) and range of learning opportunities for students, including global courses, case competitions and the popular Emerging Market Forums and Distinguished Speakers Series. Support for faculty is primarily concentrated through FDIBs, including the new FDIB to Cuba that has generated new teaching materials. The CIBER also continues to support PhD research through grants, with recipients reporting success in completing research and delivering results through journal articles and at conferences. One of the most exciting new developments this grant period is the partnership with the Maryland Department of Commerce under which undergraduate and graduate student consulting teams have helped Maryland companies interested in exporting and a new exporting workshop is planned for 2017.

Key programmatic recommendations include:

1. Build on the Distinguished Speakers Series and the Emerging Markets Forum by finding ways to bring lessons/insights from speakers back into classrooms and to utilize videos and other artifacts created in teaching.
2. Continue to focus efforts on support of student learning and prioritize activities based on impact and alignment with students' and Smith School needs. Data generated from the Passport program may help with prioritization. Consider also establishing a student advisory group to help prioritize activities.
3. Build on the partnership with the Department of Commerce as possible. Consider offering a faculty-led exporting class for undergraduate students to help prepare them to work effectively with Maryland companies.
4. Continue to follow CIBER-supported faculty to determine how they have brought OGI/CIBER experiences into the classroom with materials, case examples or class activities to document their learning and change.
5. Data coming out of CIBER supported programs should continue to inform and influence the MBA and undergraduate curricula. The MBA curriculum review may provide opportunities to engage faculty in new ways and provide knowledge or behavior guideposts for future student learning activities.

6. Continue to support PhD students with research grants where possible. Offer opportunities to connect PhD students with each other for support.
7. Periodically review and update the CIBER website to reflect current activities and programs.
8. Upload success stories, testimonials and best practice documents on the Smith CIBER site and on CIBER Web to share what the Smith CIBER has learned through the grant cycle.

OGI/CIBER continues to be the main source of support for globally oriented activities at Smith. The key organizational recommendation related to CIBER's role at the Smith School is that *the Smith School should consider the possibility and implications of reorganizing the Office of Global Initiatives as the Center for Global Business (or similar name that recognizes the importance of managing globally), a Center that administers the CIBER grant.* This model is currently working well at other Colleges and Universities that have a CIBER grant and would help clarify the roles of OGI and CIBER as well as prepare the Smith School to deliver globally- focused education in the future.

Supplemental Materials #9

Performance Measure Form

1. Project Goal Statement One: Support and create new research to (1) promote international competitiveness of American businesses and firms (Mandate F) and (2) to strengthen and improve international aspects of business and professional education and to promote integrated curricula (Mandate E).									
2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Complete grant-funded research as book chapters for <i>Leading the World in AI</i> book project and for the <i>Country Series</i> books.*	A.1. Complete book proposal to circulate to publishers	• Proposal completed	Annually	Center Records	0	1	-	-	-
	A.2. Book contributors to produce draft papers in timely manner.	• Number of books completed in first draft form			0	-	1	2	-
	A.3. Progress towards end product (draft of book to be sent to publisher)	• Number of books completed in final form			0	-	-	1	1
B) Sponsor grant-funded research for PhD Research Awards.	B.1. Working papers completed	• Number completed	Annually	Center Records	1	1	1	1	1
	B.2. Papers submitted for publication	• Number submitted			1	1	1	1	1
C) Create grant-funded instructional materials.	C.1. Cases, videos, teaching notes, PowerPoint decks created	• Number completed	Annually	Center Records	0	4	4	4	4

* The second Country Series book will be produced in T5, since the PDIB is in Year 4.

1. Project Goal Statement Two: P Help shape the conversation on global business issues in both the business and policy worlds by disseminating ideas grounded in the best research. (Mandates C and D)									
2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Produce live and recorded thought leadership events and written resources that make global business topics accessible to the public.	A.1. Design and deliver live events that allow for dialogue between speakers and audience.	<ul style="list-style-type: none"> Number of in-person thought leadership events. 	Semesterly	A.1. Center records	4	4	5	6	6
	A.2. Design and produce webinars, recordings, and other virtual thought leadership resources.	<ul style="list-style-type: none"> Number of webinars/recording produced. 		A.2. Center records	0	4	5	6	6
	A.3. Create short articles and resources based on thought leadership activities and events of Center.	<ul style="list-style-type: none"> Number of articles/resources produced. 		A.3. Center and MarComm records	4	8	10	12	12
B) Reach a wide audience with thought leadership events and resources.	B.1. Disseminate CIBE thought leadership events and resources through the website, fliers, social media, etc to reach viewers.	<ul style="list-style-type: none"> Number of outreach efforts including social media posts and other announcements. 	Semesterly	B.1 Center website, YouTube, and social media sites	40	44	48	52	56
	B.2. Market live events and webinars via posters, social media, announcements, etc. to attract large audiences.	<ul style="list-style-type: none"> Number of unique views of YouTube, website, and social media posts. 		B.1 Website, YouTube, and social media analytics	0	200	300	400	500
		<ul style="list-style-type: none"> Number of attendees 			300	450	475	500	525

				B.2 Event registration records					
C) Engage industry and policy leaders in international business.	C.1. Invite prominent industry and policy leaders to speak at the Center events and/or be in residence to contribute to thought leadership in the Center and help CIBE make additional connections in the region. C.2. Create new relationships with prominent organizations and individuals to contribute to thought leadership activities of the Center.	<ul style="list-style-type: none"> • Number of prominent individuals that speak at events/webinars and are in residence. • Number of companies represented at CIBE events. • Number of external events CIBE team attends in order to meet potential speakers/organizations. 	C.1. Semesterly	Center Records	10	10	12	14	14
			C.2. Semesterly		20	20	24	28	28
					16	16	18	20	22

1. Project Goal Statement Three: Provide opportunities for students to develop their global mindset and international business skills through greater international engagement. Develop innovative global programs and activities to equip students with the skills and knowledge necessary for future success. (Mandates A, B, and D)									
2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase number of business students nationwide that enroll in CIBE programs that help them gain global mindset and international business skills by 10% each year.	A.1. Develop on-campus and study abroad global learning opportunities for Smith School students.	<ul style="list-style-type: none"> Number of on-campus global learning and study abroad opportunities and Smith. Number of opportunities for MSI/CC students. Number of both Smith School and MSI/CC students participating in all opportunities. 	Semesterly	A.1. Center records	15	15	20	23	25
	A.2. Develop global learning opportunities for MSI and CC students through the CIBE MSI and CIBE CMCC consortia.			A.2. CIBE MSI and CIBE CMCC records.	1	1	3	4	5
	A.3. Enroll students at Smith and at MSI and CC partners in available programs.			A.3. Center records and MSI and CMCC records	800	800	880	970	1070
B) Internationalize the business curriculum at the Smith School.	B.1. Work with companies to develop live cases with global content.	<ul style="list-style-type: none"> Number of live cases produced. Number of Centers with exchange course guides. Number of majors with exchange course guides. 	Yearly	B.1. Center and OTL records	0	1	1	2	2
	B.2. Develop exchange course advising guides for Centers.			B.2. Center records	0	2	3	4	5
	B.3. Develop exchange course advising guides for majors.			B.3. Center and Undergrad Studies Office records	0	2	4	6	8

C) Increase number of language and area studies students that enroll in CIBE programs that enhance their business language and international business skills by 50% in the course of 4 years.	C.1. Develop and support business language courses at UMD.	<ul style="list-style-type: none"> • Number of courses. • Percentage of curriculum and operational plan for IB major completed. • Number of language and area studies students participating in courses and minor. 	Yearly	C.1. Center and SLLC records	5	6	6	7	7
	C.2. Develop the new undergraduate International Business minor.			C.2. Center and Undergrad Studies Office records	0	25%	50%	100%	100%
	C.2. Enroll business language courses and IB minor.			C.3. UMD and Center registration lists	75	90	90	120	150

1. Project Goal Statement Four: Support faculty in enhancing their international course offerings through greater exposure to world regions. Foster teaching innovations to advance international business education. (Mandate D)									
2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Offer a Professional Development in International Business program.	A.1. Deliver a PDIB.	• Number of PDIBs.	Annually	Center records	0	-	1	-	1
	A.2. Enroll the PDIB.	• Number of professionals and faculty participating in PDIB.			15	-	15	-	15
B) Offer other opportunities for faculty from MSIs and CCs nationwide to enhance their expertise in world regions by 2 per year.	B.1. Develop programs and sponsorship opportunities for faculty from MSIs and CCs.	• Number of programs and opportunities.	Bi-annually	B.1./B.2. Center records and both MSI and CMCC consortia records	2	2	4	6	8
	B.2. Enroll faculty from MSIs and Community Colleges in all programs and opportunities	• Number of MSI/CC faculty participating.			100	100	150	175	200
C) Sponsor faculty to participate in PDIBs and FDIBs offered by our Center and other CIBEs.	C.1. Provide funding for faculty from the Smith School, MSIs, and CCs to participate in PDIBs and FDIBS.	• Number of sponsored faculty.	Bi-annually	Center records	6*	6	6	6	6

*Includes on full sponsorship and 5 individuals who receive partial subsidy of \$1,000 to participate in an FDIB.

1. Project Goal Statement Five: Engage with the local international business ecosystem, including trade promotion and training agencies and organizations, and organize specific programs and activities designed to build international knowledge and skills. (Mandates C and D)									
2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Equip industry professionals with knowledge of export and global business trends and foreign language skills by 10% each year.	A.1. Create and offer export education, global business events, and foreign language opportunities for industry professionals.	<ul style="list-style-type: none"> Number of programs offered. 	Quarterly	A.1. Center records	2	4	6	7	8
	A.2. Enroll export education opportunities.	<ul style="list-style-type: none"> Number of attendees. 		A.2. Center and partner records	30	33	36	40	44
	A.3. Sponsor SME leaders that work with the Center to participate in programs and events that develop skills/knowledge.	<ul style="list-style-type: none"> Number of sponsored industry professionals. 		A.3. Center records	2	4	10	15	20
B) Increase accessibility and visibility of CIBE and other export and trade education and advising resources in the region.	B.1. Create comprehensive online portal in partnership with agencies and other export organizations in the State of Maryland.	<ul style="list-style-type: none"> Percentage of work completed toward creation of online portal. 	Quarterly	B.1. Center records	0	25%	50%	75%	100%
	B.2. Work with partners to drive usage of the portal.	<ul style="list-style-type: none"> Number of resources available through tool. 		B.2 Website analytics	0	0	10	15	20
		<ul style="list-style-type: none"> Number of website views. 			0	0	500	1000	2000

Note: There are six (6) Project Objectives for this project (see page 5 of the *Narrative*). As the sixth relates to building capacity for international business education at MSI and CC institutions and cuts across student and faculty programs, we have folded performance measures related to those activities into Project Goals 4 and 5.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

SMITH SCHOOL CIBE DETAILED BUDGET 2018-2022

		YR 1 Budgeted 2018-19		YR 2 Budgeted 2019-2020		YR 3 Budgeted 2020-21		YR 4 Budgeted 2021-22	
		FED	UMD	FED	UMD	FED	UMD	FED	UMD
I.	CIBE ADMINISTRATION								
A.	Personnel								
	Project Director CIBE - Prasad (25%)		\$ 36,836		\$ 36,836		\$ 36,836		\$ 36,836
	Prasad Summer (25%)	\$ 16,372		\$ 16,372		\$ 16,372		\$ 16,372	
	Dean Triantis (3%)		\$ 12,057		\$ 12,057		\$ 12,057		\$ 12,057
	Assistant Director CIBE - Augoustidis (100%)	\$ 38,000	\$ 38,000	\$ 38,000	\$ 38,000	\$ 38,000	\$ 38,000	\$ 38,000	\$ 38,000
	Coordinator CIBE - TBA (100%)	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
	Executive Director - Bellinger (25%)		\$ 36,176		\$ 36,176		\$ 36,176		\$ 36,176
	Graduate Assistants	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Total I.A. Personnel	\$ 81,372	\$ 148,069	\$ 81,372	\$ 148,069	\$ 81,372	\$ 148,069	\$ 81,372	\$ 148,069
B.	Fringe Benefits								
	Total I.B. Fringe Benefits	\$ 20,210	\$ 35,405	\$ 20,210	\$ 35,405	\$ 20,210	\$ 35,405	\$ 20,210	\$ 35,405
C.	Travel								
	All CIBE directors/staff travel	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Total I.C. CIBE Staff Travel	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
D.	Additional Expenses								
	Contractual External Evaluator	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Supplies	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Publicity	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total I.D. Additional Expenses	\$ 9,500	\$ -	\$ 9,500	\$ -	\$ 9,500	\$ -	\$ 9,500	\$ -
	I. Total ADMINISTRATION (A+B+C+D)	\$ 121,082	\$ 183,474	\$ 121,082	\$ 183,474	\$ 121,082	\$ 183,474	\$ 121,082	\$ 183,474
II.	RESEARCH INITIATIVES								
A.	Program Expenses								
	Project: Digital trade	\$ 6,000		\$ 6,000		\$ 6,000		\$ 6,000	
	Project: Opportunities in AI	\$ 2,000		\$ 2,000		\$ 4,000			
	Ph.D. student international research grants	\$ 4,000		\$ 4,000		\$ 4,000		\$ 4,000	
	CIBE Country Studies Edited Volumes	\$ -		\$ 6,000		\$ -		\$ 6,000	
	Total II.A. Total Program Expenses: Research	\$ 12,000		\$ 18,000		\$ 14,000		\$ 16,000	
B.	Travel								
	Project: Digital trade								
	Project: Opportunities in AI					\$ 1,000			
	PhD student international research grants								
	CIBE Country Studies Edited Volumes								
	Total II.B. Total Travel: Research	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -
	Total II RESEARCH (A+B)	\$ 12,000		\$ 18,000		\$ 15,000		\$ 16,000	
III.	THOUGHT LEADERSHIP INITIATIVES								
A.	Distinquished Speakers in International Business Series	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Webinars on Global Business Trends	\$ 5,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Executive in residence								
	Center for Global Business Annual Forum	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Total III.A. Total Program Expenses: Thought Leadership	\$ 17,000		\$ 14,000		\$ 14,000		\$ 14,000	
B.	Travel								
	Distinquished Speakers in International Business Series	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Webinars on Global Business Trends	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Executive in residence	\$ 1,500		\$ 1,500		\$ 1,500		\$ 1,500	
	Center for Global Business Annual Forum	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Total III.B. Total Travel: Thought Leadership	\$ 4,500		\$ 4,500		\$ 4,500		\$ 4,500	
	III. Total THOUGHT LEADERSHIP (A+B)	\$ 21,500		\$ 18,500		\$ 18,500		\$ 18,500	
IV.	STUDENT PROGRAMS								
A.	Program Expenses								
	Passport to Global Mindset	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	

	International business externship program	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Global internship program	\$ 1,000	\$ 20,000	\$ 1,000	\$ 20,000	\$ 1,000	\$ 20,000	\$ 1,000	\$ 20,000
	MBA Emerging Markets Case Competition	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	Undergraduate international business case challenge	\$ 3,000		\$ 3,000		\$ 3,000		\$ 3,000	
	Internationalizing business curriculum through live cases	\$ 2,500		\$ 2,500		\$ 2,500		\$ 2,500	
	Maryland Global Consulting Program								
	MBA Faculty-Led Programs								
	Undergraduate exchange programs	\$ 1,000	\$ 100,000	\$ 1,000	\$ 100,000	\$ 1,000	\$ 100,000	\$ 1,000	\$ 100,000
	Undergraduate Global Showcase	\$ 3,000		\$ 3,000		\$ 3,000		\$ 3,000	
	Curricular enhancements	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	International business treks								
	Summer language institute scholarships	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	Business language course development	\$ 5,000		\$ -		\$ 5,000		\$ -	
	Undergraduate international business minor	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Total IV.A. Program Expenses: Student Programs	\$ 35,500	\$ 120,000	\$ 30,500	\$ 120,000	\$ 35,500	\$ 120,000	\$ 30,500	\$ 120,000
B.	Travel								
	Passport to Global Mindset	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	International business externship program	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	Global internship program	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	MBA Emerging Markets Case Competition								
	Undergraduate international business case challenge	\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000	
	Internationalizing business curriculum through live cases	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Maryland Global Consulting Program	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	MBA Faculty-Led Programs	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Undergraduate exchange programs	\$ -		\$ -		\$ -		\$ -	
	Undergraduate Global Showcase								
	Curricular enhancements								
	International business treks	\$ 3,000		\$ 3,000		\$ 3,000		\$ 3,000	
	Summer language institute scholarships	\$ -		\$ -		\$ -		\$ -	
	Business language course development								
	Undergraduate international business minor								
	Total IV.B.Travel Expenses: Student Programs	\$ 42,000		\$ 42,000		\$ 42,000		\$ 42,000	
	IV. Total STUDENT PROGRAMS (A + B)	\$ 77,500		\$ 72,500		\$ 77,500		\$ 72,500	
V.	<u>FACULTY DEVELOPMENT INITIATIVES</u>								
A.	Program Expenses								
	PDIB			\$ 20,000				\$ 20,000	
	Faculty sponsorship for FDIB/PDIB								
	Total V.A. Program Expenses: Faculty Development	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ -
B.	Travel								
	PDIB	\$ 5,000				\$ 5,000			
	Faculty sponsorship for FDIB/PDIB	\$ 10,000		\$ 10,000		\$ 10,000		\$ 10,000	
	Total V.B. Total Travel: Faculty Development	\$ 15,000	\$ -	\$ 10,000	\$ -	\$ 15,000	\$ -	\$ 10,000	\$ -
	V. Total FACULTY DEVELOPMENT (A+B)	\$ 15,000	\$ -	\$ 30,000	\$ -	\$ 15,000	\$ -	\$ 30,000	\$ -
VI.	<u>CAPACITY BUILDING FOR BUSINESS INITIATIVES</u>								
A.	Program Expenses								
	SME Foreign Language and IB Development Program	\$ 4,000		\$ 4,000		\$ 4,000		\$ 4,000	
	Foreign language training for industry professionals	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	National CIBE Exports and Workforce Development Initiative	\$ 7,500		\$ 7,500		\$ 7,500		\$ 7,500	
	Asset Mapping: MAPIT	\$ 5,000		\$ 5,000		\$ 5,000		\$ 5,000	
	VI. Total Program Expenses: Capacity Building for Business	\$ 21,500		\$ 21,500		\$ 21,500		\$ 21,500	
B.	Travel Expenses								
	SME Foreign Language and IB Development Program								
	Foreign language training for industry professionals								
	National CIBE Exports and Workforce Development Initiative	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	Asset Mapping: MAPIT								
	VI. Total Travel: Capacity Building for Business	\$ 1,000		\$ 1,000		\$ 1,000		\$ 1,000	
	VI. Total CAPACITY BUILDING FOR BUSINESS (A+B)	\$ 22,500		\$ 22,500		\$ 22,500		\$ 22,500	

Robert H. Smith School of Business
University of Maryland
CIBE Project

Attachment to Form 524 Section C

The Budget breakdown is provided at the end of this document. The corresponding explanations and justifications are presented below.

Explanations

Personnel

1. For the scale of activities, the total amount spent on Personnel is kept at very reasonable levels (the UMD share is approximately 65% of the total). A substantial fraction of salaries allocated for the CIBE program are to be borne by the Smith School and UMD for each project year. The percentage of effort, position title and salary charged to the grant are detailed in the budget breakdown.
2. Per University policy fringe benefits are estimates, actuals will be charged to the project. The fringe benefits are specifically identified to each employee and are charged individually as direct costs. Fringe benefits include: FICA, Retirement, Unemployment, and Health Insurance. Fringe benefits are computed at 16% for faculty academic months, 8% for faculty summer months, 30% for Assistant Director and Coordinator exempt staff, and 24% for Executive Director exempt staff.
3. The student assistants will assist with the research portfolio of the grant and will be hired on an as needed basis at the hourly rate for students. Tuition remission for the graduate assistant in each year is not included in personnel costs and is excluded from overhead cost.
4. Contractual expenses include payments to an independent external evaluation expert.

Travel

5. **Travel** for each activity is shown separately from other program expenses in the line-item budget, and will therefore be self-explanatory. CIBE staff travel will be to the annual fall CIBE meetings, to meetings organized by other CIBEs, and for developmental activities directly pertinent to the objectives of this proposal. Travel for all Thought Leadership initiatives is speaker travel to the College Park, D.C., or Baltimore campus of the Smith School. For Student Programs travels costs are as follows:

- Passport to Global Mindset: Student travel on CIBE program as part of the award.
- Internship and Externship: Student travel to the country of placement for the internship, and to the work location of the externship.
- Undergraduate IB case competition: Student travel to the CIBE center hosting the challenge.
- Live/Living Cases: Travel for company representatives to campus and for Office of Transformational Learning staff to the company.
- Maryland Global Consulting Program: Travel of students and faculty advisor for on-site research abroad and/or to the clients' local headquarters.
- MBA Faculty-led Programs: To partially defray travel expenses of faculty, enabling a reduction in program fees.
- International Business Treks: Student travel to the city of the treks and between company visits during the program.

For faculty development initiatives, the PDIB travel is for Smith CIBE faculty or staff associated with the program to assess site visits and develop the programs. The faculty sponsorship is to help defray travel costs of faculty from MSI/CC and the Smith School who are selected for the Smith CIBE or another CIBE FDIB. Travel expenses for the National CIBE Exports and Workforce Development Initiative is (1) to support travel of participants to programs outside the area or (2) guest speakers participating in the delivery of the export bootcamp. Travel related to Capacity Building for MSIs and CCs is for travel to consortium events for Smith School faculty or staff who will be attending as contributors in the faculty development and other programs either at the MSI/CC or other CIBE school location.

6. All **Travel Expenses** are based on economy fares, utilizing early-booking discounts offered by airlines and hotels, and within UMD's hotel and meal allowances.
7. The federal share of travel expenses is budgeted to be in the \$70,000-\$75,000 range, which we believe is reasonable for the scale of activities.
8. More detail on travel is provided in the attached budget breakdown by activity.

Supplies

9. Supplies are kept to the low annual amount of \$2,000. These include instructional materials such as reprints, published cases, pen drives, etc. for the business and educational outreach activities.

Other

10. The bulk of the program expenses are included in the “**Other**” category since there is no category within the federal budget form where individual program-expense items could be included. The line-item budget provides detailed **Program Expenses** by activity. These represent all expenses other than travel, supplies, and personnel (for instance, fees to participate in CIBE organized programs, registration fees for conferences, fees for services, space rental, catering, etc.). Meals at meetings and conferences are only included for extended events and when the primary purpose of the event is the dissemination of information and skills development.
11. **Publicity expenses** include such costs incurred for marketing CIBE organized events to external audiences, as well as publicity for CIBE programs among Smith School students and faculty and at CIBE and other partner institutions, including MSI and CC.
12. **Research:** The costs involved in the research projects (*Digital Trade* and *Leading the World in AI*) are for different purposes in the different years. These include honoraria to contributors, dissemination costs (including maintaining a website), preparation costs, editorial costs, and any publication-related costs. *Ph.D. Research Grants* expenses refer to one Ph.D. summer award. The CIBE Country Series book costs are to cover editorial costs, book preparation/printing costs, and dissemination costs.
13. **Thought Leadership:** The *Distinguished Speaker Series* and *Global Business Center Annual Forum* expenses include payments of honoraria and book purchases. In the case of the forum, rental of premises and equipment, and organizing costs (suitable to the scale of the event) are also included. The *Webinar* costs are for the production of high quality videos for reaching a national audience.
14. **Student Programs:** *Passport to Global Mindset* costs are for the creation or purchase of an e-portfolio to run the program and for scholarships and other incentives for students. *Externship* and *Internship* costs are for the development of training materials to prepare students before placement at companies. The *MBA Emerging Markets Case Competition* amounts are for awards to winning teams and some organizational costs. *Undergraduate international business case challenge* costs are for event sponsorship and team registration. The *Internationalizing business curriculum through live cases* expenses will be used to support the writing of cases and development of case materials. For *Exchange Programs*, funds will be used to support the development of pre-departure and virtual resources for student learning. For *Undergraduate Global Showcase*, funds will be used to cover the costs of running the event and student prizes. For *Curricular Enhancements*, funds will be used to develop advising guides. The *Summer Language Program* awards are scholarships to offset enrollment costs and on-campus housing expenses for students. *Business Language Course Development* costs are for the development

and successful delivery of new business language courses and includes compensation for time and materials. *International Business Minor* costs are for the development of new courses and instructional materials for the new IB classes to be offered.

15. **Capacity Building for Business:** The *SME Foreign Language and IB Development Program* expenses will offset training and enrollment costs for area executives. The *Foreign Language Training* expenses are to provide scholarships to alumni and clients in consulting programs to take foreign language classes. The *National CIBE Exports and Workforce Development Initiative* costs are for design and delivery of Smith School-led programs. The *Asset Mapping: MAPIT* expenses will cover the costs of developing and maintaining an online resource for export education, and for outreach efforts.
16. **Capacity Building for MSIs and CCs:** The *CIBE MSI Consortium* expenses are consortium fees that are used to organize a variety of faculty development workshops, student programs, and other events (detailed in the activity list). The *CIBE MSI and CC Consortium* expenses are the consortium fees for the new consortium. The pooled funds of the consortium members will fund the various activities for MSIs and CCs.
17. Indirect cost is limited to 8% for federal share and matching share.